PARTICIPATORY SCHOOL DISASTER MANAGEMENT TOOLKIT

Save the Children

ACKNOWLEDGEMENTS:

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The toolkit also draws upon the following key resources:

1. World Bank, IFC (2010). Disaster and Emergency Management Guidance for School and Universities.
2. Risk RED (2010). Toolkit for School Disaster Resilience and Readiness
3. Save the Children (2012). Tips for Supporting Children in Disasters.
4. Concern Worldwide (2011). Disaster Preparedness for School Safety, India
5. Bogaziçi University (2004). Family Disaster Plan.

PARTICIPATORY SCHOOL DISASTER MANAGEMENT TOOLKIT

This Participatory School Disaster Management Toolkit has been developed by Save the Children as a contribution towards the implementation of Comprehensive School Safety Pillar 2 – School Disaster Management, in support of the Worldwide Initiative for School Safety. It is intended as a template to be adapted and adopted to national (or sub-national) conditions and contexts. This version is designed for schools with 100 or more students. Some sections that refer to "larger schools" can be eliminated or adapted for a simpler and shorter version targeted for smaller schools.

The toolkit consists of three parts, designed to be used together, and provided to schools in a ring-binder for ongoing updating.

PART I. PARTICIPATORY SCHOOL DISASTER MANAGEMENT HANDBOOK

Handbook for school management committee and DRR Focal points

PART II. OUR SCHOOL DISASTER MANAGEMENT PLAN

Form templates for our school use and annual review

PART III. STUDENT & COMMUNITY PARTICIPATORY ACTIVITIES

Participatory activities for classroom and informal settings for students and school community

PARTICIPATORY SCHOOL DISASTER MANAGEMENT TOOLKIT

PART 1. PARTICIPATORY SCHOOL DISASTER MANAGEMENT HANDBOOK

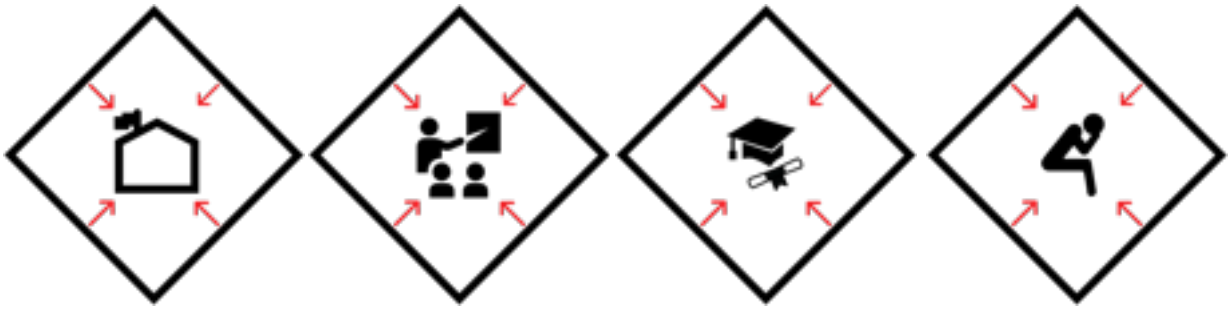
PART I: PARTICIPATORY SCHOOL DISASTER MANAGEMENT TOOLKIT

1. INTRODUCTION TO COMPREHENSIVE SCHOOL SAFETY

HAZARDS, IMPACTS & CHILDREN'S RIGHTS

Every year, natural and technological hazards become both small and large disasters. A range of everyday threats become emergencies or tragedies. All of these can threaten the lives of children, their families, and education personnel. There are many situations that deprive children of their right to an equitable, continuous, quality, basic education in a safe environment.

Natural and human hazards are part of the context for educational planning. Many, perhaps even most of these risks, can be avoided by the actions we take.



PHYSICAL IMPACTS ON FACILITIES

PHYSICAL IMPACTS ON STUDENTS AND STAFF

EDUCATIONAL IMPACTS ON STUDENTS

PSYCHOSOCIAL IMPACTS ON STUDENTS AND STAFF

School disaster management is designed to protect children, education personnel, and education itself.

The most terrible consequences of disasters are deaths and injuries in schools. Schools that are unusable because of damage, prolonged use as shelters, unsafe access, loss of equipment and materials, or lack of teachers can lead children to fall behind, to fail to achieve their goals, to drop out before finishing school, and to lose their hopes and dreams. The consequences of educational inequities are severe for both individuals, families, and national welfare.

COMPREHENSIVE SCHOOL SAFETY

GOALS:

The goals of comprehensive school safety in the face of expected hazards and risks are to:

- Protect students and staff from death and injury in schools
- Plan for educational continuity in the face of expected hazards
- Strengthen a disaster resilient citizenry through education
- Safeguard educational investments

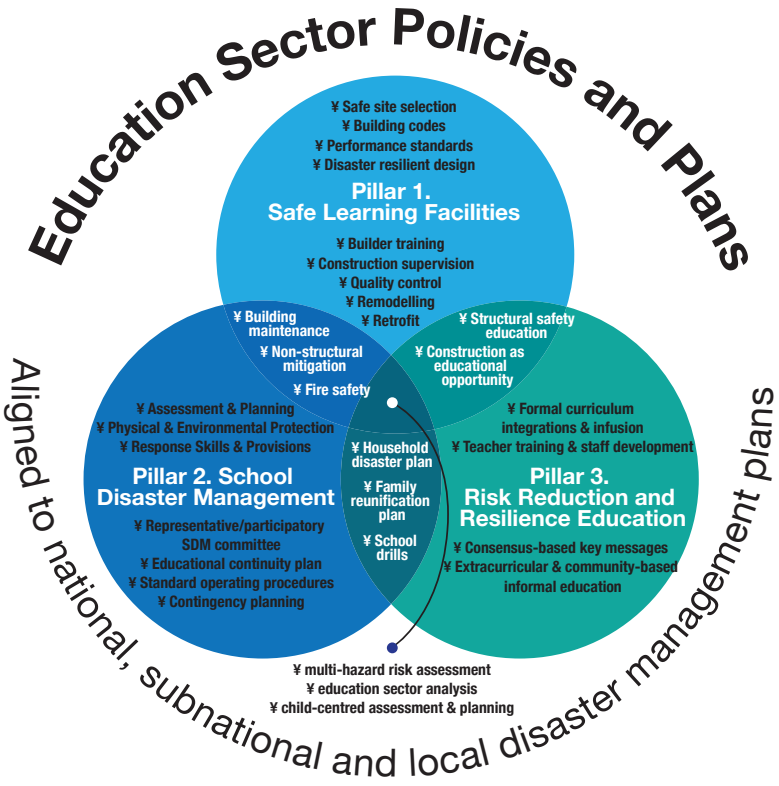
OBJECTIVES:

To achieve these goals requires the cooperative and coordinated efforts of many stakeholders. A comprehensive framework for school safety requires education sector policies and plans, aligned with disaster management at national, regional, district and local school site levels.

There are many people involved, and three major areas of overlapping concern.

1. **Safe School Facilities**
2. **School Disaster Management**
3. **Disaster Risk Reduction and Resilience Education**

Some of the overlapping areas will become clear as you use this planning handbook.



The Handbook addresses school disaster and emergency management. It is written for administrators, teachers, support staff, and other individuals involved in emergency and disaster management at school and in local communities. Its purposes are:

- To guide school administrators and staff in assessing risks and planning and carrying out physical protection measures.
- To develop skills and provisions for disaster and emergency preparedness, response, and rapid recovery.
- To support schools in developing disaster and emergency plans specific to their local needs and that reflect good practices internationally and nationally.

ONGOING RISK REDUCTION AND RESILIENCE PLANNING AND ACTION

The goal of school disaster management is not simply 'a plan'. The goal is ongoing planning, in which every small step adds to increased safety over time. Your ***Participatory School Disaster Management Plan*** is always a work-in progress, and never a finished document. As you work through the planning process, keep all the documents together in a ring binder in your front office where everyone can see it. In the course of each step, you will generate and re-generate live documentation that will constitute your "plan." What is of most importance is having everyone participate in the planning, and learning and continuing to develop the plan through practice. The only real plan is the one that everyone knows.

2. SCHOOL DISASTER MANAGEMENT: ROLES AND RESPONSIBILITIES

School Disaster Management is the process of assessment and then planning for physical protection, response capacity development, and educational continuity, at the individual school level and education sector administrative levels.

1. LEADERSHIP AND COORDINATION

School safety is the job of the entire school community. It requires leadership and coordination by school administration, and involvement of teachers, staff, students, parents and neighbors. At each level of administration, responsibilities for access, management and quality includes responsibility for risk identification, risk reduction, response-preparedness, and educational continuity planning.

Each school should make "school disaster management" part of the work of its existing school management committee, school-quality or school-improvement committee, and/or establish a 'School Disaster Management' or 'School Safety' sub-committee for this purpose. This Sub-Committee needs strong leadership (ideally the school principal or assistant principal) and/or Disaster Risk Reduction and Management Focal Point.

The School Safety Committee provides leadership to develop, adapt, implement, and update the school disaster management plan. It encourages personal and organizational preparedness, guides mitigation work, assures two fire and building evacuation drills annually, leads one full simulation drill annually, evaluates the results, and adjusts the plan accordingly. Ideally the committee is empowered by and maintains formal links between school and disaster management authorities

For the first year the committee will typically need to meet monthly, but with all-school participation and with formal and informal education integration, it can be kept up with three or four meetings per year.

Your school-based committee will need to:

- Become familiar with Part 1: this handbook and the annual planning steps recommended
- Use, review and revise the planning forms in Part 2, on an annual basis.
- Use the participatory activities in Part 3 with students and school community through regular monthly assemblies, classroom or after school activities, and community activities, providing successive generations of students with valuable life skills through experiential learning.

Recognizing and reducing risks, is a part of all good education management and is of vital importance to keeping students safe, assuring equitable access to school, and achieving your school improvement or school development goals. Known, expected, and even unexpected hazards can be planned for, using simple habits and approaches that can become a regular part of school life. Your successes will be enjoyed by present and future generations.

SCHOOL DISASTER RISK REDUCTION AND MANAGEMENT FOCAL POINT

Each school should have one staff member who volunteers, and is designate to be the Disaster Risk Reduction and Management (DRRM or CSS) Focal Point. This individual shall:

- participate in training
- maintain communication with local network of school-based DRRM focal points
- represent the school, if needed, on the local disaster management committee
- play a leadership role, facilitating school staff and school community in collectively addressing the goals of comprehensive school safety.

2. MEMBERS AND REPRESENTATION

The composition of the School Safety Committee (or sub-committee) depends on the size of the school. In smaller schools it may include all staff. Be sure to include representatives of:

- Administration
- Teaching staff
- Non-teaching staff
- Students – Ideally, these would be an elected representatives from the student body, especially from secondary schools.
- Parents – This should be linked to the parent-teacher association or similar school welfare committee where possible
- Local disaster management committee

In larger schools the committee should take care to involve representatives from:

- Department representatives
- Building representatives (i.e. from each classroom and dormitory building)
- Facilities, maintenance, kitchen, security, health, counseling, transportation staff etc.
- School neighbours (e.g. neighbourhood civic association, large businesses, and public safety officials. This may be accomplished through communication and liaison, e.g.. with police, fire services, local government authorities, local business partners, school board, locally elected officials etc.).
- Vulnerable groups members (e.g.. It can be very valuable to have an individual representing people with disabilities, minority language groups, and other vulnerable groups whose needs can otherwise be overlooked).

The idea of participatory school disaster management is to involve as many people as possible. This can be done through classroom activities, after school club and student government involvement, parent-teachers association, and links with local community or neighborhood organizations.

3. CONSIDERATIONS FOR INCLUSIVITY

When it comes to staff, students and families, the best way to ensure that any individuals with specific needs for access, or communication are being considered is to consult with them (and their parents) directly. This includes children with various types of disabilities (e.g. physical, vision, hearing, communication, cognitive), younger children, minority language groups, and with both girls and boys. In the ongoing planning process it's very helpful to have representatives who understand these needs, to help facilitate two-way communication between all concerned groups.

Here are some questions to help you to make sure that you are including children with a full range of functional, access, and communication needs.

SAFETY, ACCESSIBILITY, AND SUPPORT CONSIDERATIONS

ALL FUNCTIONAL NEEDS:

- In case of emergency, and in relation to standard operating procedures and safety rules, has each person (and parents/guardians) discussed the help they need?
- During unexpected situations like hazard impacts and drills, are there plenty of people who have learned how, and are ready to provide the individual support needed, without prompting?
- Are visual, tactile, and auditory cues used to convey safety information?
- Are hands-on 3-D models, and live demonstrations used to communicate all of the important safety information needed for disasters and emergencies?
- Does everyone practice drills regularly?
- Are you sure that danger information and safety procedures are well understood?

MOBILITY IMPAIRMENTS

- Are exit pathways clear?
- Are ramps available where needed?
- Are evacuation routes accessible?
- Are activity locations accessible?
- Are accessible and inaccessible located in hazard and capacity-mapping?

VISUAL IMPAIRMENTS

- Can listeners understand explanations, and warnings, without seeing (e.g.. with loudspeaker, and spoken words)?
- Are there auditory and tactile cues provided as well as visual warnings (e.g.. raised signage)?
- Are individuals oriented and able to navigate around hazards, under normal conditions?

HEARING IMPAIRMENTS

- Can viewers understand explanations, without hearing (e.g.. sign language, demonstration)?
- Are there visual cues provided as well as auditory warnings (e.g.. flashing lights, waving arms)?

COGNITIVE IMPAIRMENTS

- Are explanations provided slowly, and in simple straightforward language, with repetition and checking for understanding?
- Are frequent practice and regular repetition used to develop proficiency in standard operating procedures?

COMMUNICATION BARRIERS

- Are instructional and communication programs and materials made available in the languages that both children and parents understand?

GIRLS AND BOYS

- Are cultural, physical, social division of labour, skills, expectations and norms taken into consideration in making sure that everyone knows how to be safe?

4. SMALL & CONTINUOUS STEPS

Remember that risk reduction and resilience is not accomplished all at once. It is a continuous process. And it's best broken down, into small, and do-able steps. Every small step is important in reaching the goals of safety and educational continuity.

To get started, at the beginning of each school year, the Committee should refreshing its membership roster, and create a calendar of activities to move through the steps, and build momentum throughout the school year. You can plan to change things up with a 5-year plan and annual themes, so that it remains a continuous learning process for students. With dedication, your safety and resilience will continue to improve each year.

3. SCHOOL DISASTER MANAGEMENT: STEPS, ACTIVITIES, GUIDANCE & FORMS

SCHOOL DISASTER MANAGEMENT IN A NUTSHELL

School disaster management is a subset of overall education management at both school and administrative levels. It mirrors individual and family disaster prevention, and wider community disaster management efforts. This guidance document is organized to help remember and observe the parallel processes for disaster prevention that are taken up at every level of society. The full scope of activities follows these steps:

STEP 1. KNOW YOUR DANGERS.

This is the time for you to **Assess and Plan** – Establish or empower your school disaster management committee; Assess your risks, hazards, vulnerabilities and capacities; Plan for risk reduction, response and educational continuity; Learn key messages for disaster risk reduction; Involve and communicate with your community.

STEP 2. REDUCE YOUR DANGERS.

This is the time for you to take **Physical and Environmental Measures** to reduce threats of all kinds. Maintain structural safety; Implement non-structural mitigation measures; Consider local infrastructure and environmental mitigation; Address fire safety.

STEP 3. PREPARE TO RESPOND.

This is the time for you to develop and improve on **Skills and Provisions** for response. Think everything through; Participate in and improve early warning systems; Adopt Standard Operating Procedures; Develop response skills and organization; Stockpile response provisions. Hold simulation drills to practice, reflect upon and update your plan.

STEP 4. PLAN FOR EDUCATIONAL CONTINUITY.

This is the time to think and plan ahead. Learn what information to collect for post-disaster damage assessment; Plan for alternative locations or temporary learning facilities and flexible calendar and alternative modes of instruction; Plan for limited use of schools as temporary shelter; Plan for education in emergencies; Learn about psycho-social support; Plan for recovery.

STEP 5. MONITOR, SHARE AND REACH OUT

Monitor how well you are doing; Work together and communicate your plan; Reach out to others.

Finally – during and after a disaster comes

STEP 6. IMPLEMENT YOUR PLAN

BEFORE A DISASTER

STEP 1: KNOWING OUR DANGERS (ASSESS AND PLAN)

Responsibilities are to:

- Assess your risks, hazards, vulnerabilities and capacities;
- Plan for risk reduction, response and educational continuity;
- Learn and spread key messages for disaster risk reduction;
- Learn standard operating procedures and practice with school drills. Involve and communicate with your community.

ACTIVITIES	FORMS
1.1 Meet to plan calendar of activities to:	#1. Calendar of Activities #2. Student Emergency Release Contact Info
1.2 Be sure that everyone is familiar with key messages for disaster risk reduction	(Use your national consensus-based Key Messages resource, or international template*)
1.3 Involve everyone in identifying hazards and capacities	#3. School Self-Assessment Survey A. School Profile B. Hazard Impact Assessment C. Pillar 1: Safer School Facilities D. Pillar 2: School Disaster Management E. Pillar 3: Risk Reduction & Resilience Education #4. School Hazards Calendar #5. School Neighborhood Risk and Resource Maps

STEP 2: REDUCING OUR DANGERS

Responsibilities are to:

- Maintain your school buildings and grounds for safety;
- Implement non-structural mitigation measures;
- Consider local infrastructure and environmental mitigation;
- Address fire safety.

ACTIVITIES	FORMS
2.1 Learn about and use your early warning systems.	#6. Early Warning Systems Worksheet
2.2 Plan and implement regular school maintenance.	#7. School Maintenance Checklists
2.3 Meet together to decide on what needs to be done, what small steps you can take, and what help you need to seek. Link this to your school improvement plan.	#8. Risk Reduction Plan

STEP 3: PREPARING TO RESPOND (SKILLS AND PROVISIONS)

Responsibilities are to:

- Think everything through;
- Participate in and improve early warning systems;
- Adopt Standard Operating Procedures
- Develop response skills and organization;
- Stockpile response provisions
- Hold simulation drills to practice, reflect upon, and update your plan.

ACTIVITIES	FORMS
3.1 Learn and adapt Standard Operating Procedures.	#9. Standard Operating Procedures #10. Safety Rules for Students
3.2 Learn how to organise after a disaster, and plan a division of labor.	#11. Flexible School ICS Response Team Matrix #12. ICS Roles and Responsibilities Necklaces
3.3 Practice school drills and reflect on them to improve.	#13. School Drill Scenarios #14. Drill Preparedness Checklist
3.4 Collect your emergency supplies.	#15. Emergency Provisions Checklists

STEP 4: PLANNING FOR EDUCATIONAL CONTINUITY

Responsibilities are to:

- Learn what information to collect for post-disaster damage assessment;
- Plan for alternative locations or temporary learning facilities and flexible calendar and alternative modes of instruction;
- Plan for limited use of schools as temporary shelter;
- Plan for education in emergencies; Learn about pyscho-social support;
- Plan for recovery.

ACTIVITIES	FORMS
4.1 Plan for alternative locations, alternative calendar; or alternative modes of instruction, and temporary learning facilities, so that all students are able to meet their educational goals.	#16. Educational Continuity Plan
4.2 Plan for school clean-up. Plan as necessary for supervision of limited use of school as temporary shelter.	
4.3 Plan for child protection.	

STEP 5: MONITORING, REACHING OUT, & ADVOCATING

Responsibilities are to:

- Monitor how well you are doing;
- Work together and communicate your plan;
- Reach out to others

ACTIVITIES	FORMS
5.1 Check how you are doing, and how your students are doing.	#17. School Disaster Readiness and Resilience Checklist
5.2 Distribute family disaster plan to staff and students.	#18. Family Disaster Plan
5.3 Consider if there is more you can do – to help yourselves and others.	#19. Outreach and Advocacy Plan

DURING & AFTER A DISASTER

STEP 6: IMPLEMENTING OUR PLAN (AND BEING FLEXIBLE)

Responsibilities are to:

- Use your Standard Operating Procedures and drills to guide you.
- Keep children safe and protected.
- Safely reunify children with families.
- Conduct damage assessment.
- Implement your plans for alternative locations, alternative calendar or schedule, alternative modalities, limited use of school as temporary shelter, clean-up, provide pyscho-social support, and resume classes.

ACTIVITIES – DURING A DISASTER	FORMS
6.1 Implement your Standard Operating Procedures and your responsibilities matrix	#9. Standard Operating Procedures #10. Safety Rules for Students
6.2 Use your response skills, an reunify students and families safely.	#11. Flexible School ICS Response Team Matrix #12. ICS Roles and Responsibilities Necklaces
ACTIVITIES – AFTER A DISASTER	**FORMS**
6.3 Assess and report damage	#22. School Rapid Damage Assessment Form
6.4 Implement your educational continuity plan	(Use Form #16)
6.5 Provide psycho-social first aid and support, as needed.	#23. Psycho-Social Support Brief

BEFORE A DISASTER
STEP 1: KNOWING OUR DANGERS

STEP 1: KNOWING OUR DANGERS (ASSESS AND PLAN)

Responsibilities are to:

- Assess your risks, hazards, vulnerabilities and capacities;
- Plan for risk reduction, response and educational continuity;
- Learn and spread key messages for disaster risk reduction;
- Learn standard operating procedures and practice with school drills. Involve and communicate with your community.

ACTIVITIES	FORMS
1.1 Meet to plan calendar of activities to:	#1. Calendar of Activities #2. Student Emergency Release Contact Info
1.2 Be sure that everyone is familiar with key messages for disaster risk reduction	(Use your national consensus-based Key Messages resource, or international template*)
1.3 Involve everyone in identifying hazards and capacities	#3. School Self-Assessment Survey A. School Profile B. Hazard Impact Assessment C. Pillar 1: Safer School Facilities D. Pillar 2: School Disaster Management E. Pillar 3: Risk Reduction & Resilience Education #4. School Hazards Calendar #5. School Neighborhood Risk and Resource Maps

ACTIVITY 1.1

Meet to plan calendar of activities
Use Forms #1 and #2 (See full forms in Section II).

Form #1 will help you plan your year of activities.

FORM #1. CALENDAR OF ACTIVITIES

ACTIVITIES	MONTH	RESPONSIBLE

Communicate with parents in advance. Explain the need for knowing who to contact in the time of an emergency and who has permission to pick up the child in the case of emergency. Collect a card from each family, and/or use Form #2 to collect this information.

FORM #2. STUDENT EMERGENCY RELEASE CONTACT INFORMATION

STUDENT FULL NAME	PEOPLE WITH PERMISSION TO PICK UP CHILD IN CASE OF EMERGENCY OR DISASTER	CONTACT INFORMATION	PARENTS' INITIALS
	1. 2. 3.		
	1. 2. 3.		

ACTIVITY 1.2

Be sure that everyone is familiar with 'Key Messages for Disaster Risk Reduction.'

Use your national, consensus-based Key Messages for DRR. See also Student Activities in Section III.)

Use your country's national consensus-based Key Messages for Risk Reduction and Resilience at the Household Level, or IFRC/GADRRR-ES Resource.* (Templates are available in several languages http://preventionweb.net/go/3106. These are important for communicating the evidence-based, action-oriented messages that should become common knowledge for disaster risk reduction.

ACTIVITY 1.3

Involve everyone in identifying hazards and capacities.
Use Forms #3, #4, #5 (See full forms in Section II).

The Comprehensive School Safety Self-Assessment Survey is made up of 4 parts: A, B, C, D. These serve as both initial baseline survey and should be reviewed annually to assess progress.

FORM #3. CSS SCHOOL SELF-ASSESSMENT SURVEY

A. School Profile
B. Hazard Impact Assessment
C. Pillar 1: Safer School Facilities
D. Pillar 2: School Disaster Management
E. Pillar 3: Risk Reduction and Resilience Education

Use Form #4 to create an overview of the hazards that the school faces throughout the year.

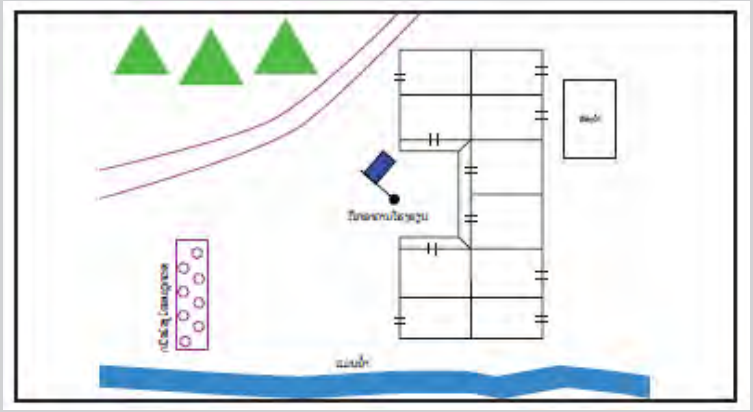
FORM #4. SCHOOL HAZARDS

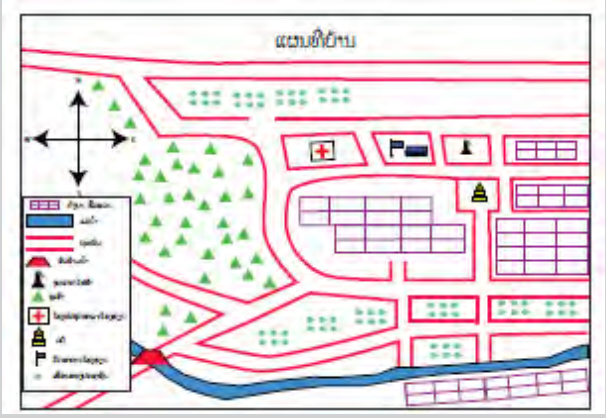
Seasonal and Year-Round Hazards Calendar
Enter months in the first row, starting with the first month of the new school year.
Enter hazards faced by the community including both seasonal (e.g. flood, cyclone) and year-round hazards (earthquakes, pandemics, etc.) and shade those months that these are most likely to occur.

MONTHS												
HAZARDS												

Use Form #5 as a template, to create your school and local risk and resource maps. If a school and [local] base-maps exists, use these as a foundation on which to identify hazards, risks and capacities. Involve both students and community members (See Participatory Activities in Section III).

FORM #5. SCHOOL AND VILLAGE RISK AND RESOURCE MAPS





Be sure to consider all of the hazards that you may face:

WATER	**EARTH**
Flood	Earthquake
Cyclone/Typhoon/Hurricane	Landslide
Windstorm	Debris or mudflow
Coastal Erosion	Glacial lake outburst
Tsunami	Volcanic eruption
Dam break	Avalanche
Drought	
Water shortage	**FIRE**
Hailstorm	Fire
Sandstorm	Wildfire
Lightning	
	HEALTH
TECHNOLOGICAL	Pandemic (HIV, influenza, Avian flu, Ebola, etc.)
Hazardous materials release	Illness/Epidemic (e.g. gastrointestinal)
Nuclear accident	Malaria/Dengue/Zika
Power shortage	Food poisoning
Transportation accident (train, plane, boat, bus)	Food shortage
Road accident (car, bicycle, pedicab, etc.)	
	OTHER
CONFLICT/VIOLENCE	Playground accident
Unexploded ordinance (UXO, mines)	Drowning
Organized armed attack	Pest infestation
Individual armed intruder/active shooter	Extreme cold
Student fight	Extreme heat
Bullying	Dangerous animals (en route or on site)
Sexual violence	Dropping coconuts
Corporal Punishment	Other...
Civil Unrest	

BEFORE A DISASTER
STEP 2: REDUCING OUR DANGERS

STEP 2: REDUCING OUR DANGERS

Responsibilities are to:

- Maintain your school buildings and grounds for safety;
- Implement non-structural mitigation measures;
- Consider local infrastructure and environmental mitigation;
- Address fire safety.

ACTIVITIES	FORMS
2.1 Learn about and use your early warning systems.	#6. Early Warning Systems Worksheet
2.2 Plan and implement regular school maintenance.	#7. School Maintenance Checklists
2.3 Meet together to decide on what needs to be done, what small steps you can take, and what help you need to seek. Link this to your school improvement plan.	#8. Risk Reduction Plan

ACTIVITY 2.1

Learn about and use your early warning systems.
Use Form #6 (See full forms in Section II).

Some hazards have potential early warnings, and some do not. Earthquake, fire, medium and close range tsunami, and acts of violence typically have no warning. However, storms and floods, and long-range tsunami often have some early warning. Effective early warning depends upon ***a) getting good information b) being sure about what the information means, and c) disseminating the information and e) acting on the information.***

Use Form #6 to be sure that you know the systems available for each hazard, how your school will get the messages, and that you know exactly what to do. If there are early warning systems are not effective, or do not exist, you can help to improve or develop them for relevance to your area.

FORM #6. EARLY WARNING SYSTEMS WORKSHEET

Early Warning System FOR: (Fire, Flood, Storm, Other)
Early Warning Message Delivery FROM:
Early Warning Message Delivery BY:

ACTIVITY 2.2

Plan and implement regular school maintenance.
Use Form #7 (See full forms in Section II).

Use Form #7 with your school-based management committee, parents and the whole community to be sure that responsibilities have been assigned for ***Regular Maintenance***. This means ***Daily, Weekly, and Monthly.*** Also discuss ***Planned Maintenance***. This means ***Seasonal.*** Use the ***Annual Maintenance*** Survey section once a year to do a full check.

FORM #7A. REGULAR & PLANNED SCHOOL MAINTENANCE CHECKLISTS

MAINTENANCE PLANNING		
SUGGESTED TOOLS LIST		
SAMPLE SCHOOL RULES FOR MAINTAINING FACILITIES		
DAILY & WEEKLY MAINTENANCE CHECKS		**Responsibility**
MONTHLY MAINTENANCE CHECKS		**Responsibility**
SEASONAL AND PLANNED MAINTENANCE	**Frequency**	**Responsibility**

FORM #7B. ANNUAL SCHOOL MAINTENANCE SURVEY

ANNUAL MAINTENANCE CHECKS: SCHOOL GROUNDS			
Maintenance Item	Responsibility	Problem	Action Taken

ACTIVITY 2.3

Meet together to decide on what needs to be done, what small steps you can take, and what help you need to seek. Link this to your school improvement plan. Use Form #8 (See full forms in Section II).

Now that you know the dangers you face, you'll need to discuss what can be done to reduce risks, and what kind of help will be needed. Use Form #7 to make this list. The 'mind-mapping' approach can be a very effective way to open up thinking about many alternatives. (See activity in Section III).

FORM #8. RISK REDUCTION PLAN

WHAT CAN BE DONE?	WHO CAN DO IT, AND WHO CAN HELP?	HOW MUCH WILL IT COST?	STATUS UPDATE/ DATE

BEFORE A DISASTER
STEP 3: PREPARING TO RESPOND

STEP 3: PREPARING TO RESPOND (SKILLS AND PROVISIONS)

Responsibilities are to:

- Think everything through;
- Participate in and improve early warning systems;
- Adopt Standard Operating Procedures
- Develop response skills and organization;
- Stockpile response provisions
- Hold simulation drills to practice, reflect upon, and update your plan.

ACTIVITIES	FORMS
3.1 Learn and adapt Standard Operating Procedures.	#9. Standard Operating Procedures #10. Safety Rules for Students
3.2 Learn how to organise after a disaster, and plan a division of labor.	#11. Flexible School ICS Response Team Matrix #12. ICS Roles and Responsibilities Necklaces
3.3 Practice school drills and reflect on them to improve.	#13. School Drill Scenarios #14. Drill Preparedness Checklist
3.4 Collect your emergency supplies.	#15. Emergency Provisions Checklists

ACTIVITY 3.1

Learn and adapt STANDARD OPERATING PROCEDURES AND SAFETY RULES for emergencies and disasters. Use Forms #9 and #10 (See full forms in Section II).

Standard operating procedures for emergencies and disasters depend on the hazard, and can and should be customized to your unique circumstances. These are built around six basic standard operating procedures for disasters and emergencies, detailed below:

- Building Evacuation
- Evacuate to Safe Haven
- Assemble & Shelter Outside
- Shelter-in-Place
- Lockdown
- Safe Family Reunification

In this section you will find details for when to use each procedure as well as several hazard-specific response procedures.

It is important for staff to have a strong understanding of these procedures. You will need to: think through how these will work and what adaptations are needed for your schools.

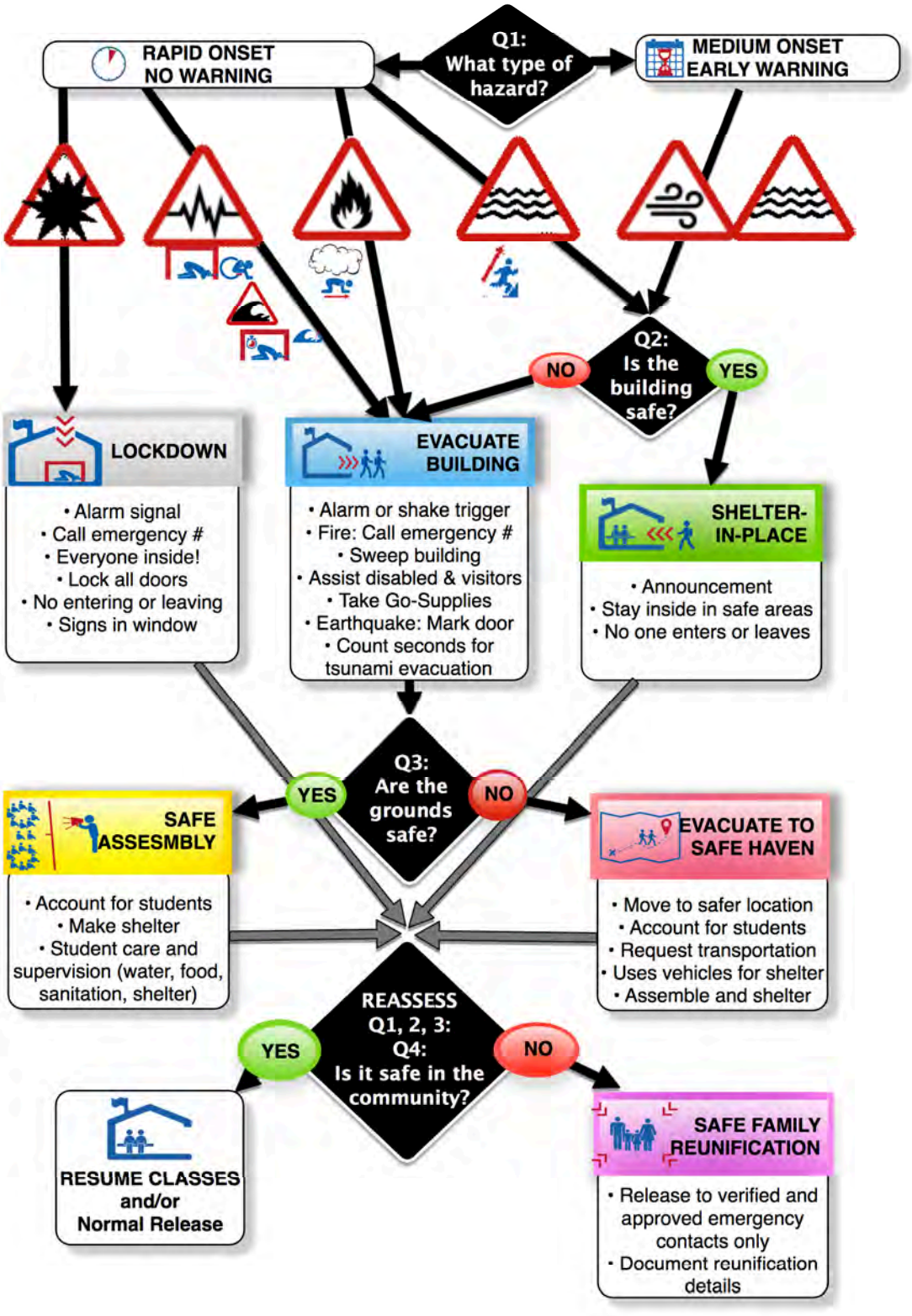
You will also be teaching these rules to your students. A simplified version is provided for each classroom, emphasizing student responsibilities. (Form #10. Safety Rules for Students).

If you have any students or staff with individual functional or access needs, or disabilities, it is important to discuss with them what adaptations and support will be needed to make sure that they too will be safe. If any individual will need the help of those around them, it is important that everyone knows how to help that person (rather than one designated person) when the time comes.

If you have any early childhood education programs and early primary school classes, you will need to think through, talk, through, and practice adaptations for younger children. For individuals that cannot walk, you may need wagons, cots, or something with wheels. For small children that need to stay together, be sure to teach them how to stay together by holding on to a special rope with a loop on it for each child to hold on to.

The Emergency SoPs Decision Tree can be used to help any staff member assess a situation quickly, and select the safest course of action. Details of how to use the tree, and each procedure are explained following the tree.

EMERGENCY STANDARD OPERATING PROCEDURES DECISION TREE



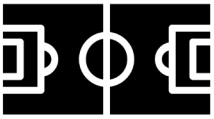
The ***Emergency Procedures Decision Tree*** illustrates the different circumstances that lead to these six basic procedures.

QUESTION #1: IS THERE ANY WARNING BEFORE THE HAZARD IMPACT?

Is the hazard rapid-onset, without warning (such as acts of violence, earthquake, fire). If so, are you ready to react automatically with the appropriate standard opearting procedure? If the hazard has a slow or medium-onset (such as floods, cyclone, winter storms, etc.), what kind of early warning information will you have? Has the system been tested? Will you have enough time to close school and use normal student-release procedures to safely reunite all children with their families? If not, for some it will be treated like a rapid onset hazard.

QUESTION #2: IS THE BUILDING SAFE?

The second question is whether the building is safe. If the building is unsafe then Building Evacuation should be immediately triggered. In the case of rapid onset hazards such as fire and strong earthquake, the building must be assumed to be unsafe, and therefore cautious building evacuation should be automatically triggered. (Note that during earthquake shaking, everyone should "drop, cover and hold on" and that evacuation should only begin once the shaking has stopped.) In other situations a rapid assessment can be made before evacuation announced by a school wide alarm sound. If the building is safe then the students and staff should be instructed to Shelter-in-Place. Reverse Evacuation is practiced for orderly return from assembly area back into classrooms, to Shelter-in-Place.



QUESTION #3: – ARE THE SCHOOL GROUNDS SAFE?

If school grounds are safe then Assemble and Shelter Outside is the procedure. If school grounds are known to be unsafe (e.g. in coastal area with tsunami risk) then automatic Evacuation to Safe Haven should take place. A rapid assessment (e.g. of hazardous materials, fallen power lines, pipeline ruptures) will help decide between these two options.

In all cases, following assembly, reassessment should take place periodically and one of these actions maintained. In the case of real disasters and emergency incidents, Safe Family Reunification procedures should be initiated, ensuring that students are returned directly and only to the care of parents/guardians or their pre-designated emergency contacts, and each reunion documented. Students should remain cared for and supervised until the last student is reunited and the All Clear is given by the incident commander (explained in the next section). In the case of drills and small events a Reverse Evacuation may be practiced to return to class, prior to 'All Clear' instruction and resumption of classes.

Reassess for safety. No matter which procedure you have followed, you then need to reassess your conditions from time to time, and ask questions 1, 2, and 3 again! Finally:

QUESTION #4: IS THE NEIGHBOURHOOD SAFE?

If conditions are completely safe, you may resume classes, and you may release children to return home, as usual. If conditions are not safe, or there are disaster impacts, you must use Safe Family Reunification Procedures. Students should return to the care of their parents/guardians or pre-designated emergency contacts, and each reunification documented. Students should remain cared for and supervised until the last student is reunited. In the case of drills and small events a Reverse Evacuation may be practiced to return to class, prior to 'All Clear' instruction and resumption of classes.

STANDARD OPERATING PROCEDURES (SOPS)

SOP: BUILDING EVACUATION

PURPOSE: To protect students and staff in case of fire or other hazards in the building.

FIRST PERSON TO VERIFY THE DANGER: Sound the unmistakable building evacuation/fire alarm sound.

ADMINISTRATION: Activate standardized emergency response system, as needed. Maintain communication. Announce 'All Clear' when emergency ends.

STAFF:

1. Remind students of Building Evacuation Rules: Don't talk. Don't run. Don't push. Don't go back.
2. Close doors and windows.
3. Position one teacher at head and one at the back of two classes.
4. Take Classroom 'Go-Bag' (or bucket), Emergency Clipboard or Notebook, and bag with Student Comfort Kits.
5. Check safety of the route.
6. Lead students to regular places to Assemble and Shelter Outside.
7. If, and when conditions are safe, lead Reverse Evacuation back to classrooms, following same rules.

STUDENTS: Follow rules and instructions and help out.

BUILDING EVACUATION RULES

Don't talk – so you can hear the teacher

Don't run – so you don't get hurt

Don't push – so no one else gets hurt

Don't go back – so you stay safe

SOP: ASSEMBLE AND SHELTER OUTSIDE

PURPOSE: To protect students and staff and provide for their comfort until everyone can be safely reunified with their families.

ADMINISTRATION: Activate Incident Command System with any functions needed (Operations: search and rescue, first aid, student supervision, safe family reunification. Logistics: water and food, shelter, sanitation). Involve adult volunteers and capable students.

STAFF:

1. Remind students of Building Evacuation Rules: Don't talk. Don't run. Don't push. Don't go back. Students should exit with buddies in twos.
2. Check that students or staff needing special assistance have it.
3. Take your Classroom Provisions (see classroom provision checklist).
4. Evacuate with one adult in the front to check that the evacuation route is clear and a responsible student monitor at the rear of the group seeing that everyone is together. (This can be done with 2 classrooms with first teacher at front and second at the back).
5. Lead students to their seats in the emergency assembly area and take student roll.
6. Teachers are to remain with their class at all times. Students must remain seated together as a class. Keep students quiet for announcements.

STUDENTS: Go to the designated assembly area for your class.. Sit in places, occupied quietly. Be prepared to help with water and food, shelter and sanitation, as requested. Wait to follow Safe Family Reunification procedures.

SOP: EVACUATE TO A SAFE HAVEN

PURPOSE: To protect students and staff in case of hazards in the school environment.

ADMINISTRATION: Schools that face known risks such as flooding, landslide, debris flow, or schools that do not have a safe assembly area on-site, should arrange and prepare alternate safe assembly site and evacuation routes ahead of time. Inform parents of this alternate site. Lead immediate evacuation to previously identified have. Take office Evacuation Supplies box.

STAFF:

1. Position one teacher at head and one at the back.
2. Take Classroom 'Go-Bags' (or bucket), Emergency Clipboards or Notebook, and bag with Student Comfort Kits.
3. Check safety of the route. Include any students on the way, in the group.
4. Lead students to the safe haven and take student roll.
5. If conditions are safe, lead Reverse Evacuation back to classrooms, following same rules.

STUDENTS: Use buddy system. Stay together. Move quickly and quietly. At the safe haven, follow instructions to Assemble and Shelter Outside.

SOP: SHELTER-IN-PLACE INDOORS

PURPOSE: To protect students and staff when there are dangers outside of school (e.g. severe weather or flooding) and provide for their comfort until everyone can be safely reunified with their families. Shelter-in-place is appropriate when evacuation is not necessary, or when there is not time to evacuate.

SCHOOL ADMINISTRATION: Announce to stay in or return to indoor shelter areas. Monitor and provide information updates and instruction. Announce 'all clear' when emergency has ended.

STAFF:

1. Close doors and windows, as appropriate.
2. Take attendance.
3. Monitor and provide updates and instructions as available. (Stay off phones which are needed for emergency communications.
4. Supervise students indoors with schedule for learning, recreation, eating and sleeping.
5. Create private area for toilet using bucket/plastic bags.
6. Allow students to help.

STUDENTS: Stay in your classroom. Participate in activities and help out.

SOP: LOCKDOWN

PURPOSE: To protect students and staff from violent intrusion or threat of violence.

SCHOOL ADMINISTRATION: Use a unique loud siren or alarm (NOT fire alarm!) to signal immediate lockdown. Monitor situation and re-assess. Be prepared to transfer command to police or public safety authorities. Provide 'All Clear' when it is safe to do so. Following incident inform students and parents and provide time for review and discussion.

STAFF:

1. Warn others to take immediate shelter.
2. Gather students inside in secure area way from threat.
3. Close and lock doors. Move furniture to block access from threat.
4. Have everyone drop and cover behind furniture, and be as small a target as possible.
5. Turn off lights and radios, and silence cell phones.
6. Stay out of sight away from doors and windows.
7. Make sure everyone stays calm and very quiet.

STUDENTS: Help to block doors with furniture. Stay quiet and follow teacher instructions. Hide, drop and cover.

SOP: SAFE FAMILY REUNIFICATION PROCEDURE

PURPOSE: To ensure that students and families are reunited in case of emergency or disaster. Students under the age of 16 are not permitted to leave school or safe haven except in the company of an adult approved in advance by parent or guardian.

PARENTS AND SCHOOL ADMINISTRATION: Parents provide school with updated list of emergency contacts with permission to pick up student any time. In the event of emergency or disaster, students will only be released to persons on this list or authorized by persons on this list.

STAFF:

1. Make sure that both students and parents are familiar with student release procedures for emergencies and disasters.
2. Verify identity and ensure that students are released only to persons listed on the List of Emergency Contacts.
3. Keep record of this using Student-Family Reunification Form (Permit to Release Child) for anyone who may come later.
4. Use these procedures any time that normal procedures might be unsafe.

STUDENTS: Be patient and follow safe family reunification procedures. Do not leave with anyone except those approved in advance by your parent or guardian.

HAZARD SPECIFIC RESPONSE RULES

FIRE SAFETY RULES

IF YOU HEAR A FIRE ALARM, SEE FIRE OR SMELL SMOKE:

Treat as a real emergency. Follow building evacuation procedures. Never open a closed door without checking first for heat. Do not open a hot door.

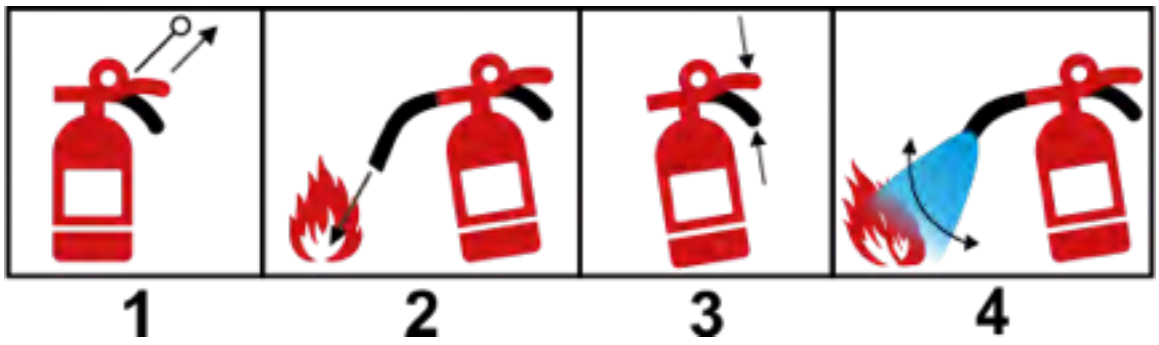
IF YOU SEE A FIRE:

Put out small fires with fire extinguisher or cover source of fuel with blanket. For modern extinguisher use, remember "P.A.S.S." **P**ull safety pin from handle. **A**im at base of the flame. **S**queeze the trigger handle. **S**weep from side to side at the base of the flame. Shut off source of fuel if safe to do so (e.g. gas).

Activate fire alarm. Alert others. Call emergency telephone number and report location of fire. Evacuate building. Close doors and windows.

If it is as big as a bucket, activate fire alarm. Alert others. Call emergency telephone number and report location of fire. Evacuate building. Close doors and windows. Shut off source of fuel if safe to do so (e.g. gas).

If you have an ABC fire extinguisher:



IF YOU ARE CAUGHT IN SMOKE:

Drop down on knees and crawl out. Breathe shallowly through your nose. Hold breath as long as possible. Use damp cloth over mouth and nose. **Get down low, and go go go! Feel door – do not open an interior door, if it is hot.**

IF YOU ARE TRAPPED IN A ROOM BY FIRE:

Block smoke from entering with damp cloth, under door. Retreat closing as many doors as possible. Signal and phone your location.

IF YOU ARE ON FIRE:

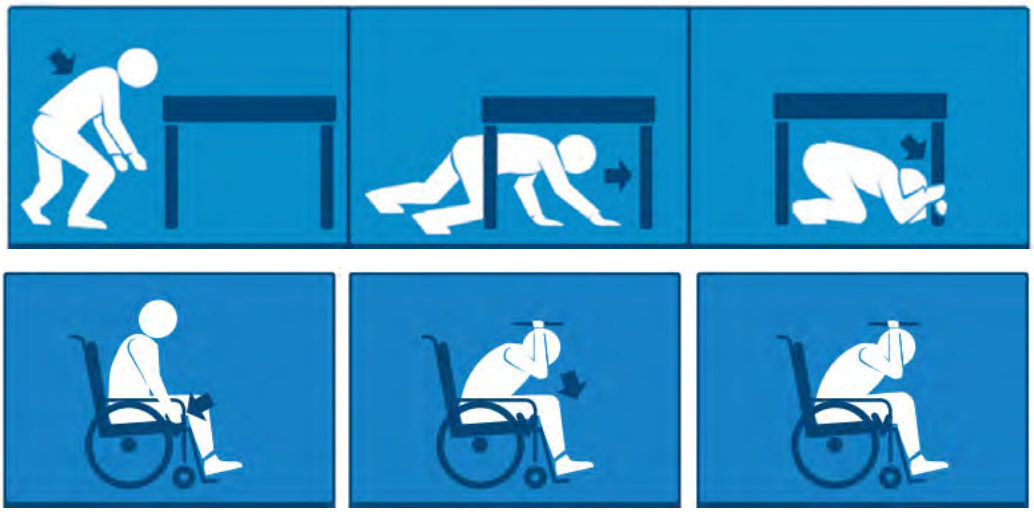
Stop where you are. Drop to ground. Roll over. **If another person is on fire:** Push them down, roll them and/or cover with blanket, rug or coat: **STOP, DROP and ROLL.**

EARTHQUAKE RULES

When you feel the shaking, shout loudly: “Earthquake position: Drop, Cover & Hold On.” When the shaking is over, evacuate outdoors, away from the building.

THE EARTHQUAKE POSITION

DROP to your knees, on the floor, and make yourself small.
COVER your head and neck.
HOLD ON to your cover until the shaking stops.



- **In classrooms**, the person closest to the door should open it fully. Anyone near an open flame should extinguish it. DROP down on your knees and make yourself as small a target as possible. COVER your head, neck and face. GO under a sturdy desk or table to protect your head and neck and as much of your body as possible. HOLD ON to your cover. Stay away from tall and heavy furniture and heavy equipment, and overhead hazards. Do not use elevators.
- **In a wheelchair**, LOCK, COVER, and HOLD ON. If in stadium seating, take the brace position in your seat.
- **In science labs and kitchens**, extinguish burners and close hazardous materials containers and/or place out of harm's way before taking cover. Stay away from hot stove, overhead cabinets and from hazardous materials that may spill.
- **Inside in open areas** where no cover is available, move towards an interior wall and away from falling and overhead hazards. Drop, Cover and Hold, protecting your head and neck with your arms.
- **In library, workshops**, performance areas and kitchen, move away from shelves, books and instruments if possible.
- **In stadium seating,** take the "brace position" until the shaking stops. Follow ushers' instructions for orderly evacuation.
- **Outdoors,** move away from buildings, walls, power lines, trees, light poles and other hazards. Drop down to your knees and cover your head and neck
- **In school transportation,** driver should pull over and stop the vehicle, away from overhead hazards. Take the "brace position."

AFTER THE SHAKING STOPS

Move outdoors, away from the building to ***Assemble and Shelter Outside.***

DURING AN AFTERSHOCK

Take the same protective measures as during the shaking.

AFTER THE SHAKING STOPS

In case of moderate or severe earthquakes, before you exit your room, check around you for anyone injured. Administer life-saving first aid (open airway, stop serious bleeding, treat for shock). Ask responsible students to assist lightly injured. IF a severely injured or trapped individual is inside, make them comfortable. Give them a whistle and comfort item and reassure them that search and rescue team will come for them. If staying would be dangerous, non-ambulatory injured should be transported with class. Put out any small fire. Take ten seconds to look around and make a mental note of damage and dangers to report. Leave your doors unlocked. Check for safe exit routes and then carefully evacuate building, moving away from the building.

TSUNAMI SAFETY RULES

IF YOU ARE IN A TSUNAMI RISK AREA:

Start counting out loud, when you feel earthquake shaking begin. If the earthquake is LONG (> 40 seconds or STRONG (shakes so it's difficult to remain standing), then evacuate immediately, away from water, to higher ground. Do not wait for an official warning. Stay there until you can verify that all danger is past. Heed any early warning announcement received.

FLOOD SAFETY RULES

SLOW RISE FLOODING:

Follow early-warning instructions. Evacuate to higher ground or shelter-in-place. Protect records and electronic equipment. Evacuate to Safe Haven.

SUDDEN SEVERE FLOODING:

Evacuate affected spaces and Shelter-in-Place (esp. vertical evacuation). Take 'Go Bag' with supplies with you. **Do not enter floodwaters. If you must evacuate, use flotation devices prepared in advance.**

STORM SAFETY RULES

STAY INFORMED OF CYCLONE TRACKING INFORMATION AND FOLLOW ANY EARLY WARNING INSTRUCTIONS AND ADVISORIES.

WHEN THUNDER ROARS, GO INDOORS!

Stay off telephones. Unplug anything electrical. Stay way from and out of water. Listen to weather advisories on battery-powered radio.

THE 30/30 RULE:

1. Count the seconds between seeing lightning and hearing thunder. If this time is less than 30 seconds, lightning is still a potential threat. Seek shelter immediately.
2. After the last lightning flash, wait 30 minutes before leaving shelter. Half of all lightning deaths occur after a storm passes. Stay in a safe area until you are sure the threat has passed.

IF YOU ARE OUTDOORS:

Plan ahead. Know where you'll go if an unexpected thunderstorm develops. Monitor weather conditions and be prepared to take immediate action to get to a safe place before the thunderstorm arrives. If you are boating or swimming, get to land, get off the beach and find a safe place immediately. Stay away from water, which can conduct electricity from lightening. Go to safety in a permanent, closed structure, such as a reinforced building. If there are no reinforced structures, get into a car or bus, keeping windows closed. Keep your hands on your lap and feet off the floor. If you are in the woods, find an area protected by a low clump of trees. Never stand under a single, large tree in the open. As a last resort, go to a low-lying, open place. Stay away from tall things – trees, towers, fences, telephone poles, power lines. Be aware of the potential for flooding in low-lying areas.

IF YOU SEE OR FEEL LIGHTNING:

If you see lightning, go indoors! If you are caught outside during a lightning storm if your hair stands up on-end or your skin tingles, light metal objects start to vibrate, or if there is only a second or two between the flash and the bang, do the lightning crouch to limit electricity from reaching your vital organs. Do not lie flat on the ground. Leave 3 body lengths between you and the next person!

THE LIGHTNING CROUCH:

- Squat Down
- Balance On Your Toes
- Touch Your Heels Together!
- Cover Your Ears

IF LIGHTNING STRIKES A PERSON:

Call for help. A person who has been struck by lightning needs medical attention as quickly as possible. Give first aid. If the person has stopped breathing, begin rescue breathing (if you are properly trained). If the person's heart has stopped beating, someone trained in CPR should administer it. Look and care for other possible injuries and check for burns. Move the victim to a safer place. Remember, people struck by lightning carry no electric charge, and they can be handled safely.

HAZARDOUS MATERIALS RULES:

Evacuate upwind to safe haven or shelter-in-place, closing and sealing windows, air-ducts.

CHEMICAL SPILLS OR SUSPICIOUS MATERIALS:

If possible, limit release at the source and contain the spill. Shut down equipment. Evacuate the immediate area. If danger extends beyond immediate area, pull fire alarm and follow the ***Building Evacuation and Assembly Procedure.*** First witness of the hazardous materials leak/spill call emergency telephone number give details of materials and location, and number of people in the vicinity.

GAS LEAK:

Call emergency telephone number. Issue alert using public address system or door-to-door. Evacuate the building following Building Evacuation and Assembly Procedure.

EXPLOSION:

Drop and Cover under desk, tables or other furniture that will protect you against flying glass and debris. When it is safe refer to the Emergency Call section and immediately report an explosion. Leave doors open to permit exit, if building is damaged. Stay away from outside walls and areas where there are large pieces of glass and/or heavy suspended light fixtures. Standby for further instructions, from your **TEAM LEADER**.

IN CASE OF EMERGENCY:

IN CASE OF OTHER KINDS OF EMERGENCIES: CALL FOR HELP

ACTIVITY 3.2

Learn how to organise after a disaster, a plan a division of labour.
Use Form #11 & #12 (See full forms in Section II).

RESPONSE ORGANIZATION USING INCIDENT COMMAND SYSTEMS

Response capacity involves knowledge, procedures, skills, and provisions. The most important aspect of response capacity to b able to organize and mobilize existing skills and resources. There are standard emergency response functions. If you know what these are, you will be able to divide the work among the people available. You will need to be flexible, depending on the situation you are faced with.

It is up to the "incident commander" (usually the school head or his/her designee) to mobilize everyone to fulfill the required tasks. Some people will have very clear areas where their jobs and skills should be applied. Therefore it will make sense to identify team leaders and alternates ahead of time.

A standard emergency management system, such as Incident Command Systems (ICS) shown in the diagram at the bottom of this section, can be used as a guiding framework for coordination of the many standard functions that may be called for in different emergency situations.

How this is applied in the school setting depends on the size of the school, the number of adults (staff and community volunteers, and older students, trained to assist.

Use Form #11. Flexible School ICS Response Team Matrix to assign post-disaster roles leadership roles ahead of time. Be prepared to be flexible if the assigned person isn't available at the time.

FORM #11. FLEXIBLE SCHOOL ICS RESPONSE TEAM MATRIX

	LEAD	ALTERNATES AND TEAM MEMBERS	STUDENTS & VOLUNTEERS
INCIDENT COMMANDER			
OPERATIONS BRANCH			
LOGISTICS BRANCH			

INCIDENT COMMAND SYSTEM PRINCIPLES AND ORGANISATION

Response capacity involves knowledge, procedures, skills, and provisions. The most important aspect of response capacity to b able to organize and mobilize existing skills and resources. There are standard

The purpose of ICS is to ensure that the most help reaches the most people, and to provide a consistent system that staff, students, and emergency personnel can apply in any school, anywhere. Key principles are:

- Standardization – the use of common terminology (and not codes)
- Unified chain of command – assign resources for maximum effectiveness
- Flexible modular organization, – mobilize as needed (limit span of control to 5-7 people)
- Integrated communications – communications centralized between nodes

There are five key functions in ICS are that can be mobilized as needed in the particular circumstances. These five functions form a common approach to organize response to any emergency or disaster. Depending on the number of staff and trusted volunteers from the wider school community, or capable older-students available, some people may need to have multiple roles. Anticipate your needs and make these plans ahead of time.

Incident Command: These are **Decision-makers** (responsible for / set mission). Although someone in your school may be designated as 'Emergency Manager' under normal circumstances, in case of actual disaster or emergency, the 'Incident Commander' is the first capable person on the scene, until that function can be transferred to a more qualified person or higher authority. Even if normally that person is a Principal or Assistant Principal, several different people should practice in this role, as those individuals may or may not be available during an actual emergency or disaster. The 'Incident Commander' mobilizes the on-site "Incident Command Centre".

Communications Team: These are **Communicators** (listeners & talkers). The communications team is the right arm of the Incident Commander, establishing connections with education administration, public safety, and emergency management authorities, and with parents and the public, as directed. When communications systems are operational some information can be disseminated using telephone trees, and radio announcements. In large-scale disasters the key communications are with students (often by the school principal or assistant principal, using a megaphone to communicate) and with parents anticipating reunification with students.

Operations Branch: These are **Doers** (carry out the mission). This branch, requires a highly organized and well-respected Operations Chief, who manages teams to fulfill: light search and rescue, fire suppression and hazardous materials control, utility shut-off, disaster first aid, psychosocial support, site security, and student release/family reunification functions.

Logistics Branch: These are **Getters/Supporters** (support the mission). This branch requires a Logistics Chief, who knows the site and its resources best. These teams will find and distribute supplies and provisions, shelter and sanitation, water and nutrition, and organize volunteer recruitment and assignment.

Information & Planning: These are **Documenters & Analysers** (support the mission). This team can identify and research resources and come to agreements in advance. During an incident it documents the situation, activities, and assures accurate record keeping.

Finance / Administrators: These are **Payers** (pay & negotiate). This function typically keeps records of resources, staff time and money expended during any emergency, arranging recompense where permitted, and negotiating as needed for access to needed resources.

ICS is a flexible system that can be activated to different levels, depending on the situation. For example, an intruder on campus, a fight between students, or traffic accident might be handled by activating Level I alone. A small fire or flood might require Level II activation. A major disaster, such as an earthquake might require full activation of multiple teams at Level III. Maintaining this structure allows more responders to be integrated, maintaining the chain of command, and a manageable span of control (i.e. 5-8 people per supervisor). It is not normally recommended to have permanent teams with single functions because each situation differs, and may call for more or fewer people on any particular team. As much as resources permit, staff should cross-train. Even if response teams are formed ahead of time, staff should understand and be prepared to assume any response role, as needed. Incident Command Systems are designed to be flexible, and to activate from the top down, only to the level, and only those functions required by the particular disaster or emergency.

ICS ROLES AND RESPONSIBILITIES

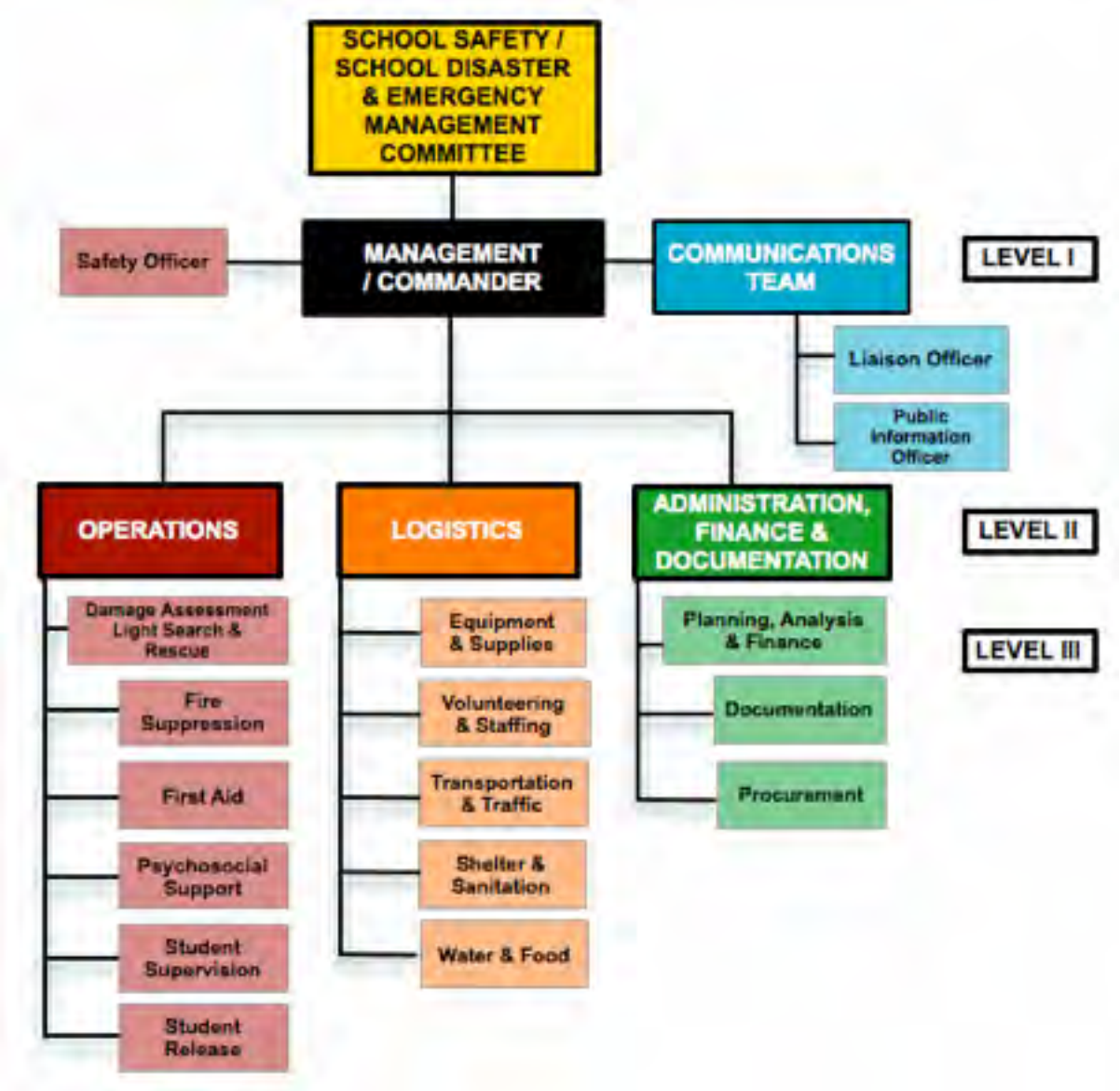
To learn more about the roles and responsibilities and the skills associated with different roles, Form #12 is a set of ICS Roles and Responsibilities for Levels 1 and 2 and Supplement for Level 3 roles. These can be made into necklaces. When you implement your drills, the Incident Commander can pass these out to the people on-site who are prepared to take responsibility. This will remind you of what needs to be done.

FORM #12. ICS ROLES & RESPONSIBILITIES

INCIDENT COMMAND SYSTEMS NECKLACES – LEVEL ! & 2 SET
INCIDENT COMMAND SYSTEMS NECKLACES – LEVEL 3 SET

Many of your staff will already have some of the response skills described. Many more skills can be learned from online self-study programs. You can also find training resources in your local community from fire department, civil defence, Red Cross or Red Crescent national society, and other resources. You may want to make an annual Staff Training Plan, to fill in any gaps in the response skills that you will need. Many schools have found that as staff acquire these skills and practice them during drills, they can pass them on to new staff through regular 30-minute, small-group training sessions.

INCIDENT COMMAND SYSTEMS ORGANIGRAM



ACTIVITY 3.3

Practice SCHOOL DRILLS and reflect on them to improve.
Use Form #13 & #14 (See full forms in Section II).

School drills should be tailored to expected hazards. Every school should conduct at least 3 fire drills per year, and at least one full simulation drill. Schools in earthquake or flood prone areas should also practice for these hazards. Try them with different scenarios, at different times of the day. Try them when the school principal is there and when he or she is not there. The purpose of a drill is to prepare for the unexpected, so if you make it too easy, you won't learn how to adapt to the real situation. Drills should always be treated as 'the real thing'.

The objectives of a drill are that:

- Everyone is safe and accounted for (by name)
- The Emergency Decision-Tree guides periodic decision-making
- Students remain comfortable and supervised in the safe assembly area
- Students are safely reunified with their families
- Order prevails over chaos

This will mean realistically thinking through how long students may need to be cared for. You may need shelter, sanitation, water and food in addition to first aid.

Good drills are a learning process. They begin with advance preparation by staff, providing an opportunity to train students in classroom groups, remember procedures, and check on provisions. The simulation itself is an experiential learning opportunity. Following the drill, students can debrief with teachers in the classroom. The most important part of any drill is the discussion and the updated action plan that comes from the experience.

INJECTS: To make these realistic simulation drills, add your own "injects" by making 'new information' known during the drill. This provides challenges to better simulate the life situations that may occur. E.g.. Secretly ask a couple of children to stay behind, pretending to be injured. See if they are identified as missing.

Use Form #13. School Drills – Sample Scenarios to help you with your drill planning. Form A. Sample Drill Scenarios provides some initial scenarios for some different hazards. You can build on these or make your own.

FORM #13. SCHOOL DRILLS – SAMPLE DRILL SCENARIOS

EARTHQUAKE DRILL SCENARIO
FLOOD DRILL SCENARIO
HAZARDOUS MATERIALS EXERCISE

Use Form #14. Drill Preparedness Checklists to help you prepare yourselves, your students, and their parents.

FORM #14. DRILL PREPAREDNESS CHECKLISTS

TEACHERS: ☐PREPARE YOURSELVES

TEACHERS: ☐PREPARE YOUR STUDENTS

TEACHERS AND ☐STUDENTS: PREPARE YOUR PARENTS

ACTIVITY 3.4

Collect your emergency supplies.
Use Form #15 (See full forms in Section II).

In case of the need for building or site evacuation, there are some key supplies that need to be ready to take with you. These same supplies will be needed if you have to shelter-in-place.

The **Administration Office 'Go-Box'** will have essential supplies for tracking students for safe family reunification, and for communication and safety.

School emergency supplies should be located in a shed, container or bin, stored outside the main school buildings. The contents should include supply of water (approx. 4 litres of water per person per day – half drinking, half sanitation) for a number of people who may shelter for some days. These may be used by the school or community, if the school is utilized as a shelter. It should include communication devices. And as needed, vests and hard-hats for response team members, shelter supplies, WC privacy screen, and light search and rescue supplies if needed.

Each classroom should have a **classroom 'go-bag' or 'go-bucket.'** These 'evacuation supplies' should be taken on field trips anywhere where there can be sudden-onset hazards. They can also be used in case of lockdown or shelter-in-place (where the bucket can serve as a makeshift toilet). Each room will also need an **emergency clipboard or notebook** that can be hanging on a hook at the exit, or placed inside the 'go-bag.' This should be updated at the beginning of each school year and in preparation for school drills.

Student 'comfort-bags' should be requested from parents and kept in a duffle bag or backpack in homeroom classes, ready at exit. Parent-teacher association may want to assist in assembling these items, particularly for those who many not be able to afford them. Parents can also be asked to donate one blanket per child to the school, which will be kept in the Emergency Supplies Container.

Use Form #15. Emergency Provisions Checklists (See full form in Section II) as a guide for gathering your supplies.

FORM #15. EMERGENCY PROVISIONS CHECKLISTS

ADMINISTRATION OFFICE 'GO-BOX'			
DESCRIPTION	READY	MISSING	INITIALS/DATE
SCHOOL EMERGENCY SUPPLIES BIN			
DESCRIPTION	READY	MISSING	INITIALS/DATE
CLASSROOM 'GO-BAG' OR SHELTER-IN-PLACE BUCKET			
DESCRIPTION	READY	MISSING	INITIALS/DATE
CLASSROOM EMERGENCY CLIPBOARD OR NOTEBOOK			
DESCRIPTION	READY	MISSING	INITIALS/DATE
STUDENT COMFORT BAGS			
DESCRIPTION	READY	MISSING	INITIALS/DATE
FIRST AID 'GO-BOX'			
DESCRIPTION	READY	MISSING	INITIALS/DATE

School first aid kit contents should be appropriate to the size of your school.

Early childhood evacuation rope with handles

BEFORE A DISASTER
STEP 4: PLANNING FOR EDUCATIONAL CONTINUITY

STEP 4: PLANNING FOR EDUCATIONAL CONTINUITY

Responsibilities are to:

- Learn what information to collect for post-disaster damage assessment;
- Plan for alternative locations or temporary learning facilities and flexible calendar and alternative modes of instruction;
- Plan for limited use of schools as temporary shelter;
- Plan for education in emergencies; Learn about pyscho-social support;
- Plan for recovery.

ACTIVITIES	FORMS
4.1 Plan for alternative locations, alternative calendar; or alternative modes of instruction, and temporary learning facilities, so that all students are able to meet their educational goals.	#16. Educational Continuity Plan
4.2 Plan for school clean-up. Plan as necessary for supervision of limited use of school as temporary shelter.	
4.3 Plan for child protection.	(related forms are found under Step 6)

ACTIVITY 4.1

Plan for alternative locations, alternative calendar or alternative modes of instruction, and temporary learning facilities, so that all students are able to meet their educational goals.
Use Form #16 (See full forms in Section II).

You can plan for Education in Emergencies. This form will guide you in your discussions and your creative and practical planning.

FORM #16. EDUCATION CONTINUITY PLAN

1. MAKE UP DAYS/HOURS
2. ALTERNATIVE SCHOOL LOCATION
3. ALTERNATE MODES OF INSTRUCTION
4. SURGE CAPACITY
5. PLANNING FOR SCHOOL CLEAN-UP
6. PLANNING FOR LIMITED USE OF SCHOOL AS TEMPORARY SHELTER
7. TEMPORARY LEARNING FACILITY
8. CHILD PROTECTION

FLEXIBLE CALENDAR AND ALTERNATIVE MODES OF INSTRUCTION

To assure a basic quality education, school systems have a minimum number of expected school days, and weekly teacher/student contact hours, designed to allow children to successfully achieve expected academic progress each school year. Although public and religious holidays and vacation days are set in advance, many schools are also forced to be closed due to recurring hazards, with and without warning. School authorities may adjust school holidays around the seasons, build in extra school days for flexibility, and/or allow adding make-up classes on some weekend days, or extending the length of the school day.

If students do not have the opportunity to make up student/teacher contact hours, significant disparities can be expected. Children who do not benefit from the full opportunity to participate can be seriously disadvantaged.

There are also other approaches, called “alternative modes of instruction” that can be considered. Some of these include:

- self-learning kits for independent study and home work
- peer-to-peer education or learning circles
- accelerated learning programs
- radio-based lessons
- tablet-based, or computer-based instruction

All of these require careful monitoring and research to see what the impacts are on student achievement.

In addition to considering how to teach the regular curriculum, during post-disaster and emergency situations, when children and teachers are coping with a variety of losses, it is important to make time for activities that help people to adjust to their abnormal circumstances, strengthen the attachments and continuities in their lives, build resilience and empower them. Self-directed and guided play activities, physical exercise, quiet time, rest, fun, music, opportunities for expression of grief and hope, learning about disaster risk reduction, and age-appropriate participation in recovery activities are important to resilience and recovery, and will help support long-term educational achievement.

ALTERNATIVE LOCATIONS

If your school buildings are significantly damaged, inaccessible, or need to be used as a temporary shelter, you may need to arrange alternative locations or facilities to be able to continue with school. Remember to consider both classroom and play space. These may be in existing buildings or temporary learning spaces:

- on your school grounds
- shared on another school site
- in public or religious institution buildings or on their sites
- in privately owned buildings
- in private homes

The guidelines below will help you to consider the best options for temporary learning facilities with your community, and to find creative and safe solutions.

TEMPORARY LEARNING FACILITIES

1. If in a building, be sure that it is structurally sound.
2. Ensure that the site:
    - Is cleared of harmful objects, such as sharp rocks, metals, glass, loose iron roofing and trees or branches likely to cause damage.
    - Has shade and protection against wind, rain and dust.
    - Is located away from main roads and distribution points.
    - Is located away from stagnant water, polluted drainage sites.
    - Is close to the majority of children, especially girls and children with special needs.
    - Has a safe access route between the temporary learning space and children's homes.
3. Provide access to sanitation and safe water services. This means
    - Access to water to wash hands after defecation and before eating or preparing food.
    - Access to safe drinking water.
    - Water drainage is well planned, built and maintained.
    - Toilets should be located away from water sources and must take into account the wind direction.
    - Separate toilets for girls and boys and sited to minimise threats to users and offer a degree of privacy. These should be located in safe, convenient, culturally appropriate and easily accessible places, including for those with special needs.
    - For schools 1 toilet to 30 girls and 1 toilet to 60 boys.
    - Toilets are no more than 50 metres from dwellings.
4. Include storage space for school supplies, food (for school feeding programme if in place)
5. Assess potential climate/geographical hazards and select site in location that is not exposed to any known hazards or threats.
6. For temporary structures consider first locally available materials (and/or materials retrieved from damaged buildings. The advantages of these are that they are quick, cost effective, and your community can do this yourself.
7. Be sure to coordinate with local disaster management committee leaders to be sure that all of these children's needs can be met in these temporary facilities:
    - water, sanitation and hygiene
    - child protection
    - camp and shelter managers
    - health
    - nutrition

ACTIVITY 4.2

Plan for school clean-up. Plan, as necessary, for supervision of limited use of school as temporary shelter.
Use Forms #16 (See full forms in Section II).

Students do best, and communities recovery most quickly, when school disruption is minimized. Having a clean-up plan, and getting enthusiastic participation can make a big difference. Discuss this in advance, think it through, and plan where you'll get the supplies needed.

LIMITED USE OF SCHOOLS AS TEMPORARY SHELTER

Schools are sometimes amongst the strongest buildings in a community. Because of this, and their size and familiarity, they are often are selected as temporary shelters for safe evacuation, when there is early warning of a hazard. However, use of schools as temporary shelters sometimes includes housing people displaced by disasters, unable to return home. This can pose a serious threat to educational continuity, if it is not well-planned for.

These principles should limit use of schools as temporary shelters:

- Avoid using schools as temporary shelters through national disaster management policy, local disaster management planning, and school disaster management in advance of a disaster.
- If schools are planned as temporary shelters, design, equip and plan for them to meet shelter needs, and manage them to safeguard educational investments.
- If schools are expected to be used as temporary shelters, ensure educational continuity in a safe environment with the dual use of the school facility for both shelter and education, or the use of a temporary learning spaces
- A school should never be used as shelter for military purposes or occupied by fighting forces.

When educational facilities are used as temporary shelters, in order to minimize disruptions to learning, stakeholders should agree to a date by shelter residents will be relocated and the school returned to its normal function.

While educational facilities are used as temporary shelters, it is important to protect school property, including books, libraries, furniture, school records and recreational equipment. It is also important that school buildings, water facilities and latrines are cared for and left in good working order.

Responsible school and shelter management personnel should work together to be sure that those using the facility adhere to general rules to maintain the school on a daily basis: keeping rooms clean and tidy, selecting appropriate rubbish site for careful disposal of all rubbish, cooking only in kitchen or outdoors, protecting school furniture, using latrines and not open areas, keeping toilets clean, considering one another, and respecting the needs, privacy and culture of one another, and the educational rights of children.

There are good examples of community evacuation shelters being built on school grounds where schools can make good use of the extra facilities and maintain them ready for emergencies. This should be considered in long-term planning.

ACTIVITY 4.3

Plan for child protection and psycho-social support.
Use Form #16 and see also Form #22 under Step 6 (See full forms in Section II).

Students do best, and communities recovery most quickly, when school disruption is minimized. Having a clean-up plan, and getting enthusiastic participation can make a big difference. Discuss this in advance, think it through, and plan where you'll get the supplies needed.

CHILD PROTECTION

Disasters and emergencies create conditions that heighten children's vulnerability. It is important to think about and consider these threats and to plan ahead of time, how to reduce these dangers.

The main threats from disasters and emergencies are:

- physical harm
- family separation
- exploitation (gender-based violence, child labour, and trafficking)
- denial of access to education
- psycho-social distress
- recruitment into armed groups or gangs
- increased risk of abuse and neglect due to family stressors and recovery activities.

The most important child protection mechanisms normally are: family, school, and community. It is important when these social mechanisms are under stress to think about how to compensate to keep children safe. Some examples are:

- school / family reunification planning
- identifying schools as safe havens for children and planning to have staff on-site to meet and protect children
- setting up 'child friendly spaces' at schools and other sites, and having trusted care-takers share the tasks of safety and supervision.
- warning parents and children about dangers if traffickers, or armed groups are operating in the area.

BEFORE A DISASTER
STEP 5: MONITORING, REACHING OUT, AND ADVOCATING

STEP 5: MONITORING, REACHING OUT, & ADVOCATING

Responsibilities are to:

- Monitor how well you are doing;
- Work together and communicate your plan;
- Reach out to others

ACTIVITIES	FORMS
5.1 Check how you are doing, and how your students are doing.	#17. School Disaster Readiness and Resilience Checklist
5.2 Distribute family disaster plan to staff and students.	#18. Family Disaster Plan
5.3 Consider if there is more you can do – to help yourselves and others.	#19. Outreach and Advocacy Plan

Leadership for implementation of school disaster management comes from school administration and school-based management committee. Implementation involves school-teachers and staff, students, and parents. If you have a local community disaster management committee, it's important to work closely with them.... and if not, your school may encourage one to be organised.

ACTIVITY 5.1

Check how you, and your students, are doing.
Use Form #17 (See full forms in Section II).

The School Disaster Readiness and Resilience Checklist is a quick way track your progress. Some items are similar to those collected in the School Self Assessment Survey. It's still a good idea to use the more complete form, once a year.

FORM #17. SCHOOL DISASTER READINESS and RESILIENCE CHECKLIST

1. Ongoing school disaster management or safety committee guides the school disaster management process
2. Assessment and Planning for Disaster Mitigation takes place continuously
3. Physical protection measures are taken to protect students and staff and facilities
4. School personnel have disaster and emergency response skills and school has emergency provisions
5. Schools have and practice policies and procedures for disasters and emergencies

Celebrate each small step in your progress towards making everyone safer and helping schools to recover faster. Keep up the good work! You may want to select a couple of items each year, to focus your continuing efforts.

ACTIVITY 5.2

Distribute family disaster plan to staff and students.
Use Form #18 Family Disaster Plan (See full form in Section II).

Staff ability to stay at school and fulfill their responsibilities towards supervision and safety of students will depend on their own Family Disaster Plan. Similarly, families will be less impacted, better prepared, and more resilient, if they have discussed and implemented their own plans. This is an excellent way to reach out.

ACTIVITY 5.3

Consider if there is more you can do – to help your community and others.
Use Form #19 Outreach and Advocacy Plan (See full forms in Section II).

FORM #19. OUTREACH & ADVOCACY PLAN

WHAT	WHO	BY WHEN	STATUS UPDATE/DATE

You are now leaders and champions of climate-smart disaster risk reduction: protecting children and staff and planning for educational continuity! Here are some questions to get you started:

1. Who is nearby that needs our support? How can we make sure that they are doing just as good a job as we are? What can we do to plan for mutual aid before and after hazard impact?
2. How will we reach out to make sure that all families are informed and do their best to be part of the solution?
3. What can we do to reach out to children and youth who are out-of-school, to make sure that they too are safe (and also encourage them to complete their education)?
4. What can we do to reach out to children with disabilities to make sure that they too are included and safe (and also make sure that they too benefit from their right to education)?
5. What are some ways that we can engage with and encourage good practices in disaster risk reduction in our community?
6. What else remains to be done? What do we need help with? Who must be made aware, and how? How and where can we advocate for what needs to be done for safety and educational continuity?

As Mahatma Gandhi advised us: “Be the change”. The best way to build on your achievements is to document and share the story of good work that you do, to involve and inspire others! Keep records, write the story, make posters, take photographs, put on an exhibition or a show, write songs and perform them! Share these in your school community and beyond.

As you go through this process on an annual basis, everyone will continue to learn through experience. New staff, students and parents will be absorb the knowledge and be part of the practices needed to create and maintain a culture of safety, and to protect children’s rights to safety, survival, and education.

DURING & AFTER A DISASTER
STEP 6: IMPLEMENTING OUR PLAN

STEP 6: IMPLEMENTING OUR PLAN (AND BEING FLEXIBLE)

Responsibilities are to:

- Use your Standard Operating Procedures and drills to guide you.
- Keep children safe and protected.
- Safely reunify children with families.
- Conduct damage assessment.
- Implement your plans for alternative locations, alternative calendar or schedule, alternative modalities, limited use of school as temporary shelter, clean-up, provide pyscho-social support, and resume classes.

ACTIVITIES – DURING A DISASTER	FORMS
6.1 Implement your Standard Operating Procedures and your responsibilities matrix	#9. Standard Operating Procedures #10. Safety Rules for Students
6.2 Use your response skills, an reunify students and families safely.	#11. Flexible School ICS Response Team Matrix #12. ICS Roles and Responsibilities Necklaces
ACTIVITIES – AFTER A DISASTER	**FORMS**
6.3 Assess and report damage	#22. School Rapid Damage Assessment Form
6.4 Implement your educational continuity plan	(Use Form #16)
6.5 Provide psycho-social first aid and support, as needed.	#23. Psycho-Social Support Brief

BEFORE A DISASTER

ACTIVITY 6.1

Implement your standard operating procedures and your responsibilities matrix. Use Form#20 (See full forms in Section II).

FORM #20. SCHOOL STATUS REPORT

Missing or Unaccounted for:	Last Seen:

Injured Persons	Where Now?

Absent/Left Early/Sent Elsewhere	Where?

Additional Persons Present – Not Normally	Normally Where?

ACTIVITY 6.2

Use your response skills, and reunify students and families, safely. Use Form #21 (See full forms in Section II).

FORM #21. STUDENT-FAMILY REUNIFICATION FORM

Make additional copies of this form, as needed, to verify safe family reunification for each student.

STUDENT'S NAME	CLASS	NAME OF APPROVED EMERGENCY CONTACT PICKING UP STUDENT	CONTACT # AND DESTINATION	SIGNATURE	VERIFIED BY PRINCIPAL OR DESIGNEE

AFTER A DISASTER

ACTIVITY 6.3

Assess and report damage
Use Form #22 (See full forms in Section II).

FORM #22. DAMAGE ASSESSMENT FORM
Based on the Global Education Cluster Rapid Joint Education Needs Assessment guide. This is a sample key informant survey.

ACTIVITY 6.4

Implement your educational continuity plan.
Use Form #16 (See full form in Section II).

ACTIVITY 6.5

Provide psycho-social first aid and support, as needed.
Use Form #23 (See full form in Section II).

NORMAL REACTIONS TO ABNORMAL SITUATIONS

When a disaster occurs there can be many devastating effects for a community. These effects may be seen to occur individually, in the family, or across the community as a whole. The many thoughts and feelings that children and adults experience during these abnormal times are quite normal. Immediately after a disaster it is normal and expected to see changes in feelings, thinking, physical, psychosocial and behavioural experiences of both children and adults. It is important to remember that everyone will cope with their experiences of a disaster in different of ways. Some children may exhibit none of the changes listed below, while others may display many. It is important to remember that none of these are "wrong" or "bad". Mostly they will get better over time. Consistent meals, exercise, recreation and sleep as well as solidarity and psychosocial support are all vitally important to recovery. It is also important to be on the lookout for more severe impacts that may need professional mental health support.

All of these will be 'normal' reactions:

EMOTIONAL

- grief and loss
- anxiety, shock, disbelief
- anger, suspicion
- crying
- fear, terror
- guilt, shame, irritability
- indifference, apathy, depression, helplessness, powerlessness, despair
- moodiness and irritability, loss of pleasure from regular activities, dissociation, mood-swings, frustration,
- feelings of powerlessness, disappointment, apathy
- anxiety about the future
- rejection of outside help

COGNITIVE

- inability to concentrate
- difficulty making decisions
- confusion
- distortion
- intrusive thoughts
- decreased self-esteem
- decreased self-efficacy
- self-blame

PHYSICAL

- changes in appetite
- tiredness, fatigue, insomnia, difficulty sleeping
- hyper-arousal
- headaches, gastrointestinal problems, other somatic complaints, impaired immune response, increased illness
- decreased libido

PSYCHOSOCIAL & BEHAVIOURAL

- alienation
- disappointment with and rejection of outside help
- social withdrawal from family and friends
- increased stress within relationships
- inability to enjoy normal activities
- increased alcohol, cigarette use
- vocational impairment
- domestic violence

CHILDREN AT SCHOOL

In summary, at school you may see children may experiencing:

- **Grief and loss.** Do not pressure a child to grieve in a certain way. Support children in the participation of cultural activities that will help them to process their loss.
- **Guilt or shame.** A child may experience survivor guilt if others have died during the disaster or as a result for their inability to. Some young children may take on a sense of responsibility that their own actions have somehow caused the disaster.
- **Confusion and uncertainty.** Children thrive on predictability and structure that are disrupted by disaster. Children also need to be part of the solution. Getting back to school and regular routines, and participating in recovery efforts will help a great deal to overcome this.
- **Fear and anxiety.** Sometimes fears will persist for many weeks after a disaster, despite no longer being in any physical danger. Do not dismiss their fears, instead work to help them regain their sense of security.
- **Reluctance to separate from caregivers.** Children may be fearful of loss, or want to receive or give care.
- **Decrease in school attendance** (esp. when conditions are similar to the disaster).
- **Unusual outbursts.** Tears, stress, irritability, or anger expressed in the classroom.
- **Difficulty concentrating** on regular classroom tasks and activities or decline in performance.
- **Somatic problems.** Tiredness, stomach aches or headaches.
- **Depression.** A loss of interest in activities they previously enjoyed.

Most children will steadily improve and bounce back within a few months. However, many may be vulnerable to longer-term impacts, especially those exposed to death or threat of death, and as a result of previous trauma. Where symptoms do not get better, or where there is aggressive or self-destructive behaviour, be sure to seek a referral for professional support services to help with losses, trauma, or grief.

Schools can go a long way to providing psychosocial support to children affected by emergencies and disasters. They can establish a structure where children feel included, restore normal childcare, provide dependable, interactive routines, offer group and team activities (i.e., sports, drama, etc.) that require cooperation, involve teachers who can form appropriate caring relationships with children, and provide opportunities for social integration and solidarity.

RETURNING TO NORMALCY

After a disaster, as at all times, children have the need for a sense of belonging, a safe place to be, relationships with peers, personal attachments, intellectual stimulation, normal routines of daily life, a sense of control over one's life, an opportunity to express grief and other emotions. Following a disaster many normal continuities will seem broken, but being at school with peers and teachers helps a great deal to heal these ruptures.

It is important to remember that each individual will respond differently to a distress and loss. After a disaster children may be dealing with loss, grief, family separation, anxiety, new fears, and general uncertainty. Most of the effects seen are 'normal reactions to abnormal circumstances' that heal steadily over time.

Supporting children as they navigate the psychosocial effects of a disaster can help to ensure a return to their previous levels of development, learning, self-esteem, and emotional growth.

To remind you of these things, and provide pointers on what you can do, refer to Form#23.

FORM #23. PSYCHOSOCIAL SUPPORT BRIEF

NORMAL REACTIONS TO ABNORMAL CONDITIONS
WHAT TEACHERS CAN DO
AGE-APPROPRIATE ACTIVITIES
TAKING CARE OF THE CARE-GIVERS
REFERRALS FOR PROFESSIONAL SUPPORT

REFERRING CHILDREN FOR PSYCHOSOCIAL SUPPORT

If children experience problems that are getting worse, it is important to refer them for specialized help. Aggression and fighting, excessive anxiety and crying, apathy or numbness, excessive withdrawal, extreme fears that interfere with daily functioning, excessive hyperactivity, marked and prolonged decline in school performance, risk taking (recklessness, substance abuse, self injury), are all signs that may indicate need for referral for professional counseling. Any child who talks about hurting or killing themselves or others, or tries to hurt themselves should be taken seriously – seek help immediately.

TAKE CARE OF THE CARE-GIVERS

Finally, and most importantly, teachers, school administrators and school staff should take care of themselves, learning strategies to cope and stay strong. Remember to eat regular and healthy meals, give yourself adequate time to rest and recover when you are sick, get enough rest, exercise, do things that you enjoy, taking breaks to release and recharge. Take care of your mind – even for just 15 minutes a day, give yourself time and space for activities that help you relax. Take time for quiet reflection and to focus on the small and positive things that you can do and that you have experienced. Try not to isolate yourself, more than ever, surround yourself with the important and caring people in your life. Seek help if you need it.

SEE ALSO

- PSDM Toolkit Part II. OUR SCHOOL DISASTER MANAGEMENT PLAN
- PSDM Toolkit Part III. STUDENT & COMMUNITY PARTICIPATORY ACTIVITIES

PARTICIPATORY SCHOOL DISASTER MANAGEMENT TOOLKIT

PART II. OUR SCHOOL DISASTER MANAGEMENT PLAN

(PSDM PLANNING FORMS FOR SCHOOL COMMITTEE)

NAME OF SCHOOL

PART II: OUR SCHOOL DISASTER MANAGEMENT PLAN

EMERGENCY CONTACT INFORMATION

COMMITTEE MEMBERS/RESPONSIBILITIES/CONTACT INFO

NAME	POSITION	RESPONSIBILITY	CONTACT INFO

FORM #1. CALENDAR OF ACTIVITIES

ACTIVITIES	MONTH	RESPONSIBLE

FORM #2. STUDENT EMERGENCY RELEASE CONTACT INFORMATION

STUDENT FULL NAME	PEOPLE WITH PERMISSION TO PICK UP CHILD IN CASE OF EMERGENCY OR DISASTER	CONTACT INFORMATION	PARENTS' INITIALS
	1. 2. 3.		
	1. 2. 3.		
	1. 2. 3.		
	1. 2. 3.		
	1. 2. 3.		
	1. 2. 3.		
	1. 2. 3.		
	1. 2. 3.		
	1. 2. 3.		
	1. 2. 3.		

STEP 1. KNOWING OUR DANGERS

FORM #3. CSS SCHOOL SELF-ASSESSMENT SURVEY

School DRM Focal point should pencil in responses and review and discuss with committee.

A) School Profile & Risks

SCHOOL IDENTIFICATION

A1. WHAT IS THE NAME AND GEOGRAPHIC LOCATION OF THE SCHOOL?

- School ID No:
- Name:
- Province/State:
- District:
- Village/City:
- Approximate area of school (m2):

- School Location

Urban	Semi-Urban	Rural	Remote

SCHOOL LOCATION

A2. WHAT ARE THE GPS COORDINATES OF THE ENTRANCE TO THE SCHOOL GROUNDS? (IN WGS84)

- Latitude (90.0 through 90.0)
- Longitude (180.0 through 180.0)
- Altitude (in meters)

SCHOOL TYPE AND USE

A3. WHAT TYPE OF SCHOOL IS THIS? (CHECK ALL THAT APPLY)

- Public (national education authority)
- Private
- Religious
- Other
- Please specify 'other'

A4. IS THIS A DAY OR RESIDENTIAL SCHOOL? (CHECK ALL THAT APPLY)

- Students attend only during day
- Residential/Boarding with dormitories
- Quasi-residential (e.g. self-built huts)

- Number of students staying overnight (#)

A5. WHAT ARE THE GRADE LEVELS TAUGHT? (CHECK ALL THAT APPLY)

- Early childhood
- Pre-primary/Kindergarten
- Lower Primary (Grades 1-3)
- Upper Primary (Grades 4-6)
- Primary (Grades 1-5)
- Lower Secondary (Grades 6, 7, 8, 9)
- Upper Secondary (Grades 9, 10, 11, 12)
- Vocational

A6. WHAT IS THE SCHOOL ALSO USED FOR? (CHECK ALL THAT APPLY)

After school activities for children	Close to other schools	Formal emergency shelter	Informal emergency center	Community activities	Cultural heritage building

A7. HOW MUCH TIME DO STUDENTS SPEND IN SCHOOL, AND HOW MANY SHIFTS ARE THERE?

- Expected number of school days per year
- Number of school days per week (show half days as .5)
- Number of shifts per day
- Average minutes per day of student teacher contact (Do not Include recess and lunch time. Remember: 1 hour = 60 minutes).
- How many school days per year is your school closed because of hazard impacts (e.g. rain, storm) on average?
- If you have to close on school days, how many days can you make up with a special schedule, each school year?

- On average, how many weeks per school year is the school not accessible to students?
- On average, how many weeks per year is the village not accessible to outsiders?

ENROLLMENT AND ATTENDANCE

A8. WHAT ARE THE STUDENT ENROLLMENT AND STAFF NUMBERS?

	Male	Female	Total
Number of students enrolled			
Number of minority/ethnic/language group students			
Number of students with disabilities			
Number of teachers on payroll			
Number of teachers with disabilities on payroll			
Number of non-teaching personnel on payroll			
Number of volunteers (average daily)			

B) Hazard Impact Assessment

POTENTIAL HAZARDS AND IMPACTS

B1. RISK ASSESSMENT MATRIX

WHICH OF THE FOLLOWING HAZARDS CAN IMPACT YOUR SCHOOL AND HOW? (CHECK ALL THAT APPLY. IF NONE, DO NOT MARK.)

Fire

- Fire
- Wildfire

High=1	Medium=2	Low=3

Water/Wind

- Flood
- Cyclone/hurricane/typhoon
- Hail storm
- Wind storm
- Sandstorm
- Lightning
- Coastal erosion
- Tsunami
- Drought
- Water shortage

High=1	Medium=2	Low=3

Earth

- Earthquake
- Landslide
- Debris or mudflow
- Volcanic eruption/lava flow
- Glacial lake outburst

High=1	Medium=2	Low=3

Health

- Pandemic (e.g. HIV, influenza, Avian flu, Ebola)
- Illness/Epidemic (e.g. Gastrointestinal)
- Malaria/Dengue
- Food poisoning
- Food shortage (nutritional deficiencies)

High=1	Medium=2	Low=3

Technological

- Hazardous materials release
- Nuclear accident
- Dam break
- Power shortage
- Transportation accident
- Road accident

High=1	Medium=2	Low=3

Conflict/Violence

- Unexploded ordinance (UXO, munes)
- Organized armed attack
- Individual armed intruder/active shooter
- Student fight
- Bullying
- Sexual violence
- Corporal punishment
- Civil unrest

High=1	Medium=2	Low=3

Other

- Playground accident
- Drowning
- Pest infestation
- Extreme cold
- Extreme heat
- Other

  Please specify ‘other’ hazard

High=1	Medium=2	Low=3

POTENTIAL HAZARDS AND IMPACTS

B2. WHICH OF THE FOLLOWING HAZARDS CAN IMPACT YOUR SCHOOL AND HOW? (CHECK ALL THAT APPLY)

WHICH OF THE FOLLOWING HAZARDS CAN IMPACT YOUR SCHOOL AND HOW? (CHECK ALL THAT APPLY. IF NONE, DO NOT MARK.)

	Serious injuries or deaths	Damage to buildings	Communica-tions interrup-tions	Roads and transportation damage	Health impacts	Nutrition impacts	School closures	School attendance	Family income/ livelihood	Other	Please specify
Fire											
Wind											
Water											
Earthquake											
Landslide											
Volcanic Eruption											
Health											
Technological											
Conflict/Violence											
Drought											
Pest Infestation											
Extreme Heat											
Other											
Specify “other”											

LAST THREE SIGNIFICANT HAZARDS

B3. WHAT ARE THE LAST THREE DISASTERS IMPACTING THE SCHOOL?

- The last disaster?
- The disaster before that (second to last)?
- The disaster before the last two?

Name	Year

B4. WHAT TYPES OF DISASTERS WERE THE LAST THREE? (CHECK ALL THAT APPLY FOR COMPLEX DISASTERS OR EMERGENCIES)

	The last disaster	The disaster before that	The disaster before the last two
• Fire			
• Wind			
• Water			
• Earthquake			
• Landslide/debris flow			
• Volcanic eruption			
• Health			
• Technological			
• Conflict/Violence			
• Drought			
• Pest Infestation			
• Extreme Heat			
• Other			

B5. WHAT WAS THE LEVEL OF DAMAGE TO SCHOOL BUILDINGS, DUE TO THE LAST THREE DISASTERS IMPACTING THE SCHOOL? (SELECT ONE ANSWER PER ROW)

- The last disaster
- The second to last disaster
- The disaster before the last two

None	Minor (did not interrupt)	Moderate (interrupted use)	Severe (at least 1 building damaged beyond repair

B6. WHAT WERE THE EDUCATIONAL IMPACTS OF THESE DISASTERS?

- The last disaster
- The second to last disaster
- The disaster before the last two

Estimated # of school days missed and not made up, during the school year #	Estimated percentage of dropouts due to past disasters %

EARLY WARNING

B7. WHAT TYPE AND QUALITY OF EARLY WARNING SYSTEMS DOES YOUR SCHOOL HAVE ACCESS TO?

(SELECT ONE ANSWER PER ROW)

	Yes, reliable and effective	Yes, but not reliable or effective	None. We need one.	Not needed. Not applicable
• Fire				
• Flood				
• Cyclone/Hurricane/Typhoon				
• Landslide/debris flow				
• Volcanic eruption				
• Glacial lake outburst				
• Drought				
• Earthquake (p-wave)				

B8. WHAT ARE THE SOURCES AND THE TYPES OF EARLY WARNING MESSAGES RECEIVED AT SCHOOL? (CHECK ALL THAT APPLY)

	Fire	Flood	Cyclone or storm	Other	Please specify
• Message from weather/ meteorology services					
• Message from other communities					
• Message from our own community					
• Message by radio					
• Message by loudspeaker					
• Message by gong, bell, alarm					
• Message in person					
• Other Specify ‘other”					

C) Pillar 1: Safer School Facilities

SCHOOL GROUNDS

C1. AREA OF THE SCHOOL SITE

School site in square meters (approximate)

C2. LOCATION AND SOIL (TOPOGRAPHIC AND GEOPHYSICAL CHARACTERISTICS OF THE SCHOOL SITE)? (CHECK ALL THAT APPLY)

• Flat	
• Rough	
• Slope	
• Marshy soil	
• On top or next to fault line	
• Below or on a landslide-prone slope	
• Landfill	
• In a flood plain or river/stream-bed	
• Mudflow/mudslide/lava bed	
• Adjacent to coast/subject to coastal erosion	
• Soil not compacted prior to construction	
• Other Specify ‘other”	

C3. HAZARDS ON SCHOOL GROUNDS

	Found and fixed	Found but not fixed	Not found
Slope drop off			
Hazardous materials			
Sharp, blunt or dangerous objects			
Potentially dangerous animals			
Unsafe or absent railings or protection from falls			
Hazardous materials storage or release			
Walk areas slippery, uneven, or obstructed			

SITE SAFETY AND ACCESS

C4. WHICH OF THESE POTENTIAL HAZARDS ARE FOUND NEARBY YOUR SCHOOL GROUNDS? (CHECK ALL THAT APPLY)

Stockbreeding/farming	
Swampy area/marsh	
River	
Industrial	
Minefield	
Dam or dyke	
Main road	
Mountain/steep slopes	
Forest	
Dense bush	
Open grassland	
Open water	
Other	
Please specify 'other'	

C5. WHICH OF THESE CONDITIONS THREATEN SAFE ACCESS TO SCHOOL? (CHECK ALL THAT APPLY)

- Children walk on roads used by cars (as opposed to pedestrian walkways)
- Unsafe roads (history of accidents or speeding vehicles)
- Unsafe roads become flooded
- Unsafe, unstable, unusable, or missing bridges
- Unstable mountain, hillside or slope ground or slopes
- Unstable trees, boulders, or utility poles that could fall
- Overflowing river
- Unsafe due to bullying
- Unsafe due to sexual assault
- Unsafe due to srmed attack
- Not accessible for people with mobility or vision impairments
- Evacuation routes are not marked
- Other

  Please specify 'other"

C6. FENCING AND GATE

	Yes	Partial	No	Don't know
Fencing around school				
Dangerous animals have access to the school grounds				

	Locked	Unlocked	No Gate
Entrance gate			

SCHOOL BUILDINGS

C7. HOW MANY BUILDINGS ARE THERE ON YOUR SCHOOL GROUNDS?

- Main buildings with classrooms
- Multi-purpose (e.g. assembly/shelter)
- Wash room structures
- Temporary
- Storage
- Other

C8. SCHOOL BUILDINGS

	Name	Construction year	# class-rooms	# Wheelchair accessible classrooms	# of floors	# normal occu-pancy
Bldg. no. 1						
Bldg. no. 2						
Bldg. no. 3						
Bldg. no. 4						
Bldg. no. 5						
Bldg. no. 6						

C9. WHAT IS THE SHAPE OF EACH OF THESE MAIN BUILDINGS (SELECT ONE PER ROW)

	Regular rectangle	Long and Narrow	'L,' 'H,' T," or '+' shape
Bldg. no. 1			
Bldg. no. 2			
Bldg. no. 3			
Bldg. no. 4			
Bldg. no. 5			
Bldg. no. 6			

C10. DO THESE BUILDINGS HAVE WATER DAMAGE? (CHECK ALL THAT APPLY)

	Rain comes inside from above	Rising water comes inside	Cracks in walls	Termite damage	Rooms have only one way out	Furnishings and equipment can fail and slide in EQ
Bldg. no. 1						
Bldg. no. 2						
Bldg. no. 3						
Bldg. no. 4						
Bldg. no. 5						
Bldg. no. 6						

C11. WHAT IS THE CONSTRUCTION TYPE OF THE MAIN BUILDINGS ON YOUR SCHOOL GROUNDS? (SELECT ONE PER ROW).

	Reinforced Concrete	Confined Masonry	Adobe/Mud	Straw/Bamboo	Wood Frame	Brick and Fiber Cement Sheet	Other	Please Specify
Bldg. no. 1								
Bldg. no. 2								
Bldg. no. 3								
Bldg. no. 4								
Bldg. no. 5								
Bldg. no. 6								

C12. WHAT IS THE TYPE OF ROOF ON EACH OF THE MAIN BUILDINGS ON YOUR SCHOOL GROUNDS? (SELECT ONE PER ROW).

	Tile	Corrugate Metal	Straw or Leaves	Bamboo	Mud	Concrete	Wood	Other
Bldg. no. 1								
Bldg. no. 2								
Bldg. no. 3								
Bldg. no. 4								
Bldg. no. 5								
Bldg. no. 6								

C13. IS THE ROOF SECURELY ATTACHED TO THE WALLS?

	Yes	No	Don't Know
Bldg. no. 1			
Bldg. no. 2			
Bldg. no. 3			
Bldg. no. 4			
Bldg. no. 5			
Bldg. no. 6			

C14. WHAT IS THE CONDITION OF EACH BUILDING ON THE SCHOOL GROUNDS? (CHECK ONLY ONE ANSWER PER ROW)

	Poor/Weak	Acceptable/ Normal	Good/Strong
Bldg. no. 1			
Bldg. no. 2			
Bldg. no. 3			
Bldg. no. 4			
Bldg. no. 5			
Bldg. no. 6			

C15. SCHOOL DESIGN AND CONSTRUCTION (CHECK ONLY ONE ANSWER PER ROW)

	Yes	Some	None	Unknown
School site is away from hazards (e.g. landslide, flash flood, hazardous materials, major transit routes, forest fires)?				
School buildings have been constructed following national or local building codes?				
Improvements have been made to buildings to ensure life-safety				
Have any unsafe buildings been replaced?				
Has school construction been supervised for disaster resilience/safety in the past?				
Is school construction now being supervised for disaster resilience and safety?				
Please specify 'other'				

C16. IF ANY MAIN SCHOOL BUILDINGS ARE MADE OF REINFORCED CONCRETE WHICH OF THESE CHARACTERISTICS APPLY?(CHECK ALL THAT APPLY) [ADAPT FOR OTHER CONSTRUCTION TYPES]

There are insufficient or non-overlapping, or smooth vertical steel in columns and beams, or transverse steel was not closed to 135 degrees	
Uncleaned sand and aggregate were mixed with concrete	
Concrete was not vibrated to remove air bubbles	
Roof is not securely fastened to structure	
Other	
Please specify 'other'	

WATER SANITATION & WASTE

C17. AVAILABILITY OF LATRINES

	Yes	None (open defecation)
Students latrines		
Staff latrines		
Latrines for wheelchair users		

C18. TYPE AND NUMBER OF LATRINES

	Boys #	Girls #	Staff #
Pit latrine (without slab)			
Pit latrine (with slab)			
VIP (ventilated improved pit) toilet			
Pour flush			
Eco-san/composing toilet			
Conventional flush toilet			
Other			

C19. TOILETS CLEANED AND MAINTAINED

	Daily	Weekly	Occasionally
Frequency			

C20. WHAT IS THE GENERAL CONDITION OF THE LATRINES?

	Good	Acceptable	Bad	None
Boys				
Girls				
Staff				

C21. WHAT KIND OF ACCESS TO WATER DO YOU HAVE AT SCHOOL? (CHECK ONLY ONE ANSWER PER ROW)

	Good	Acceptable	Bad	None
Drinking				
Handwashing				

C22. IF THERE IS WATER ON THE PREMISES, WHAT ARE THE SOURCES? (CHECK ALL THAT APPLY)

	Public supply/ piped	Rainwater harvesting	River/sea	Tube well	Spring	Bottle	Other	Please specify
Drinking								
Handwashing								

C23. TYPE OF SOLID WASTE GENERATED

	0-25%	26-50%	51-75%	76-100%
Food scraps, plant-based material				
Plastic bags, plastic bottles, food wrappers				
Paper and cardboard				
Metals (e.g. cans, etc.)				

SERVICES

C25. LIGHTING, COOLING, HEATING, POWER

	None	Some	Yes
Indoor lighting			
Gas cannisters			
Piped natural gas			
Cooling Fans			
Coolers or AC Units			
Heating Units			
HVAC			
Showers			
Lift/Elevator			
Water heaters			
Onsite power generation			
Unit Power Support			
Electricity from wired utilities			
Electricity from Generator			
Internet			

C26. OUTDOOR FACILITIES (CHECK ONLY ONE ANSWER PER ROW)

	None	Some/Limited	Yes
Exterior lighting			
Playground			
Playground equipment			
Sport field and equipment			
Covered walkways			
Car Parking			
Utility shed			
Secure waste receptacles			
Protective trees			

C27. OUTDOOR FACILITIES

	None	Some/Limited	Yes
Books, paper, pencils (teaching and learning materials)			
Radio			
Television, DVD player			
Computer			
Loudspeaker			
Storage and filing cabinet			
Display cabinets			

MAINTENANCE

C28. SCHOOL MAINTENANCE PROVIDERS

Daily	Weekly	Monthly	Before rainy season	Annually	Immediately when problems are found	When money is available	Not planned

C29. SCHOOL MAINTENANCE PROVIDERS

School principal or teachers	School maintenance staff	Community volunteer	Students	Paid laborer, trades-person, or company	No one

Supplement: School Hazard Hunt Checklist

(Move out of harm's way or anchor for earthquake. Raise above waterline for flood.)

School Name:	Date of Hazard Hunt:
Building Name;	Hazard Hunt Conducted by:
Room Name/Number:	

Potential Hazards		What can be done			Type of Risk			Priority	Remarks
	# Total in this area	# Needs to be moved or raised	# Need to be anchored	# OK	Injury	Block exit	Valuable	High Med Low	
Furniture and Equipment									
Shelves									
Storage and filing cabinets									
Display cabinets									
Computers									
Audio-visual equipment									
Black/green/white boards									
Fans									
Fire extinguishers									
Kitchen equipment									
Ceiling and Overhead									
Light fixtures									
Suspended ceiling									
Coolers or AC units									
Water tank									
Teaching and Learning Materials and School Records and Other									
Teaching and learning materials									
Educational Records									

D) Pillar 2: School Disaster Management

ABSENTEEISM

D1. WHAT ARE THE THREE MOST COMMON REASONS WHY STUDENTS WHO ARE ENROLLED IN YOUR SCHOOL, MISS SCHEDULED DAYS OF SCHOOL?

	Boys	Girls
Fees or costs		
Illness		
Distance or difficulty getting to school		
Lack of appropriate clean/safe water or toilets		
Bad weather		
Marriage or pregnancy		
Working		
Caring for siblings or family member		
Lack of uniform		
Lack of school supplies		
Leaving to work for cash or wages		
Adding extra days on to holidays		
Other (Please specify)		

D2. WHICH GROUPS OF CHILDREN ARE THE LEAST LIKELY TO PARTICIPATE IN EDUCATION ACTIVITIES IN YOUR COMMUNITY OR AREA? (CHECK ALL THAT APPLY)

Children without a parent or guardian	
Children with disabilities	
Children working outside the home	
Indigenous people	
Refugees/displaced people	
Ethnic, linguistic, cultural minorities	
Children past age for basic education	
Other (Please specify)	

D3. TYPES OF SCHOOL-BASED RISK REDUCTION ACTIVITIES (ADAPT CHOICES FOR CONTEXT) (CHECK ONE PER ROW)

A=ALL HAZARDS W=WATER D=WIND E=EARTH F=FIRE B=BIOLOGICAL T=TECHNOLOGICAL S=SOCIAL O-OTHER

	Yes, done	Not done, but NEEDED	Not Applicable	
Structural Measures				A
Hazard-ware site selection, design, construction				A
Retrofitting for risk reduction				W
Raised plinth				W
Raise school site				A
Shelter identification or construction				WE
Retaining wall				DS
Safety bunker/trenches				A
Repair walls				A
Repair ceilings				A
Repair windows				A
Repair roof				A
Non-Structural Measure				
Fasten building contents (eqpt and furnishing)				E
Fasten roof				ED
Elevated/dray storage of supplies				WD
Elevated/dry storage of equipment/furnishing				WD
Build//repair fencing/gate				O
Infrastructure Measures				
Participate in local early warning systems				WED
Repair pump or hand washing				A
Repair latrine				A
Rainfall/water-level monitoring				W
Water-supply protection				W
Create/clear/maintain evacuation path				WED
Evacuation route and danger signage				WED
Fire break clearance				F
Strengthen/widen embankments				WD
Clear drains, gutters, culverts				W
Add gutters to buildings				W
Build drainage channels/culverts				W
Slope stabilization				WE
Road safety/adequacy assessment				WES
Road widening/pedestrian path marking				WES
Road signage and mirrors				WEST

	Yes, done	Not done, but NEEDED	Not Applicable	
Build/maintain ramp or bridge				WES
Animal fencing				O
Environmental measures				
Mangrove/tree planting				WDB
Rainwater harvesting				W
Protect water supply				A
Renewable energy (solar/wind)				A
Grain bank, food storage, fodder silo				B
Seed bank				B
Vegetable garden				B
Solid waste soring, composting				WB
Solid waste clean-up, anti-litter signage				WB
Identified safe assembly areas as needed				A
Social/behavioral measures				
Water/energy conservation				S
Community 'right-to-know,' safety review				T
Vaccination campaign				B
Hand-washing, protect cough/sneeze				B
Buddy/group travel to/from school				S
Elephant crossing				O

SCHOOL DISASTER MANAGEMENT ACTIVITIES

D4. SCHOOL DISASTER MANAGEMENT ENABLING STRUCTURE? (CHECK ALL THAT APPLY DURING THE PAST YEAR)

None	
A designated focal point leads school disaster management	
A management committee leads ongoing risk assessment, planning, risk reduction, response preparedness and educational continuity planning	
School incorporates risk reduction and response measures into school development or improvement plans	
School disaster and emergency management plan is reviewed and updated at least annually	
Other (Please specify)	

D5. WHICH OF THESE RISK ASSESSMENT AND PLANNING ACTIVITIES TAKE PLACE IN YOUR SCHOOL ANNUALLY (CHECK ALL THAT APPLY)

Knowing our Dangers: Hazards, vulnerabilities, risks, capacities and resources are researched and assessed.	
Risk Reduction Plan: Mitigation measures are identified and prioritized for action.	
Building evacuation routes and safe assembly areas are identified.	
Area evacuation and safe havens for family reunification are identified, as needed.	
Educational continuity plans are in place for recurring hazards and high impact hazards (including alternate locations and transitional learning spaces as needed).	
Other (Please specify)	

D6. WHICH OF THESE RISK REDUCTION OR PHYSICAL PROTECTION MEASURES ARE TAKEN TO PROTECT STUDENTS AND STAFF AT YOUR SCHOOL? (CHECK ALL THAT APPLY)

School buildings and grounds are maintained and repaired for disaster resilience (e.g. against moisture, termites, fungus)	
To prevent fires, and fire suppression equipment is checked regularly	
To protect school equipment and supplies from flood or water damage	
To prevent building contents failing and injuring people during earthquake shaking	
Measures are taken for solid waste management (e.g. recycling)	
Measures are taken for flood prevention	
Measures are taken for erosion prevention	
Measures are taken to provide clean drinking water (e.g. rainwater harvesting or protection of water supplies)	
Access routes to school or nearby shelters and safe havens are developed as needed and maintained for safety	
Measures are taken for food security (e.g. school gardens, grain banks or similar)	
Crime, vandalism and bullying prevention measures are maintained (students and staff feel safe and secure on school grounds)	
Other (Please specify)	

D7. WHICH OF THESE DISASTER AND EMERGENCY RESPONSE SKILLS AND PROVISIONS DOES YOUR SCHOOL HAVE? (CHECK ALL THAT APPLY)

School maintains first aid supplies	
School maintains fire suppression equipment	
School personnel are ready to organize disaster response using a standard emergency management system (e.g. incident command system)	
School personnel have received training in response skills (e.g. first aid, light search and rescue, student supervision, shelter, nutrition and sanitation, psychosocial first aid).	
School maintains emergency water, nutrition and shelter supplies to support expected staff and students for a minimum of 3 days	
School maintains other emergency equipment, clean-up supplies, as needed	
Other (Please specify)	

D8. WHAT STANDARD OPERATING PROCEDURES AND SCHOOL DRILLS COMPETENCIES DOES YOUR SCHOOL HAVE? (CHECK ALL THAT APPLY)

Students and school personnel know safe building evacuation, safe assembly, evacuation to safe haven, and shelter in place procedures	
School personnel have and practice procedures to ensure safe student reunification with emergency contacts identified in advance by parents or guardians	
School drills are held at least twice yearly to practice and improve upon disaster mitigation and preparedness skills and plans. One of these drills is a full scenario drill to practice response preparedness	
Review and feedback and integrated into next drill practices	
Individual needs and the safety of young children, girls, and persons with disabilities are considered and planned for	
Other (Please specify)	

D9. WHICH PARTS OF YOUR SCHOOL PLAN WERE UPDATED THIS SCHOOL YEAR? (CHECK ALL THAT APPLY)

Self-Assessment (this form)	
Risk Reduction	
Response Preparedness	
Educational Continuity	
Outreach	

HEALTH CARE SERVICES

D10. WHAT IS THE STATUS OF HEALTH CARE SERVICES AT YOUR SCHOOL? (CHECK ALL THAT APPLY)

	Yes	No
All students receive medical checkup from doctor or nurse at least annually		
One or more adults at school are trained in first aid		

E) Pillar 3: Risk Reduction and Resilience Education

E1. WHAT IS THE LEVEL OF UNDERSTANDING OF HAZARD, RISK, AND RISK REDUCTION? (CHECK ONE PER ROW)

	Most	Some	Few
Students are aware of the various hazards faced in the local community			
Teachers are aware of the various hazards faced in the local community			

E2. WHAT IS STUDENT'S LEVEL OF UNDERSTANDING OF RISK REDUCTION AND RESPONSE PREPAREDNESS? (CHECK ONE PER ROW)

	Very Good	Some	Very Little
Key Messages for risk reduction and resilience at home			
Risk reduction practices in school and/or community			
Response preparedness in school and community			
Living with and embracing diversity*			
Understanding of youngest children, girls and boys, and persons with disabilities			

*Including people with disabilities, ethnic, religious and linguistic minorities, displaced persons and refugees, conflict reduction, as applicable.

E3. WHAT IS THE LEVEL OF STUDENT PARTICIPATION IN RISK REDUCTION AND RESPONSE PREPAREDNESS? (CHECK ONE PER ROW)

	Very Good	Some	Very Little
Household/Family risk reduction/safety plan			
Risk reduction practices at school and/or in community			
Response preparedness in school and/or in the community			
Living with and embracing diversity*			
Participation of youngest children, girls and boys, and persons with disabilities			

*Including people with disabilities, ethnic, religious and linguistic minorities, displaced persons and refugees, conflict reduction, as applicable.

E4. WHAT IS TEACHER'S LEVEL OF UNDERSTANDING OF RISK REDUCTION AND RESPONSE PREPAREDNESS? (CHECK ONE PER ROW)

	Very Good	Some	Very Little
Key Messages for risk reduction and resilience at home			
Risk reduction practices in school and/or community			
Response preparedness in school and community			
Living with and embracing diversity*			
Understanding of youngest children, girls and boys, and persons with disabilities			

*Including people with disabilities, ethnic, religious and linguistic minorities, displaced persons and refugees, conflict reduction, as applicable.

E5. WHAT IS THE LEVEL OF TEACHER AND STAFF PARTICIPATION IN RISK REDUCTION AND RESPONSE PREPAREDNESS? (CHECK ONE PER ROW)

	Very Good	Some	Very Little
Household/Family risk reduction/safety plan			
Risk reduction practices at school and/or in community			
Response preparedness in school and/or in the community			
Living with and embracing diversity*			
Participation of youngest children, girls and boys, and persons with disabilities			

*Including people with disabilities, ethnic, religious and linguistic minorities, displaced persons and refugees, conflict reduction, as applicable.

E6. WHAT ARE STUDENTS' UNDERSTANDING OF STANDARD PROCEDURES FOR EMERGENCIES AND DISASTERS? (CHECK ONE PER ROW)

	Very Good	Some	Very Little
Most are familiar with and able to carry out safe, quiet and orderly building evacuation procedures for fire (don't talk, don't run, don't push, don't go back)			
Most are familiar with and able to participate in safe assembly areas or safe haven			
Most are familiar with and able to participate in silent lockdown procedure			
Most are familiar with and able to participate in shelter-in-place procedure			
Most students are familiar with and ready to comply with safe family reunification procedures			
Other			
Please specify 'other'			

E7. WHAT ARE FAMILIES' UNDERSTANDING OF STANDARD PROCEDURES FOR EMERGENCIES AND DISASTERS? (CHECK ONE PER ROW)

	Very Good	Some	Very Little
Most are familiar with and able to carry out safe, quiet and orderly building evacuation procedures for fire (don't talk, don't run, don't push, don't go back)			
Most are familiar with and able to participate in safe assembly areas or safe haven			
Most are familiar with and able to participate in silent lockdown procedure			
Most are familiar with and able to participate in shelter-in-place procedure			
Most students are familiar with and ready to comply with safe family reunification procedures			
Other			
Please specify 'other'			

SUPPORT FOR LEARNING

E8. IN WHICH SETTINGS DO CHILDREN LEARN ABOUT DISASTER RISK REDUCTION? (CHECK ALL THAT APPLY)

Regular curriculum	
Teacher initiatives	
After-school clubs	
School assemblies	
Other	
If 'Other,' please specify	

E9. AVAILABILITY OF SOCIAL AND BEHAVIOUR CHANGE EDUCATIONAL MATERIALS (CHECK ALL THAT APPLY)

Subject matter/Type	Curriculum content	Lesson Plans or Activities	Books for Children	Poster	Flip-chart	Videos	Other Electronic Materials
Natural and man-made hazards and risk awareness							
Risk reduction knowledge, skills and competencies							
Response preparedness skills							
Learning to live together							
Hygiene promotion							

FORM #4. SCHOOL HAZARDS CALENDAR

Seasonal and Year-Round Hazards Calendar

Enter the months in the first row, starting with the first month of the new school year.

Enter hazards faced by the community including both seasonal (e.g. flood, cyclone) and year-round hazards (earthquakes, pandemics, etc.) and shade those months that these are most likely to occur.

MONTHS												
HAZARDS												

FORM #5. SCHOOL AND VILLAGE RISK AND RESOURCE MAPS

Add on the next pages:

School Map

Include features such as these:

LEGEND
School buildings
Building entrances and exits
Building evacuation routes
School grounds entrances and exist and evacuation routes
Emergency assembly area
Gas, electricity and water shut off locations
Landslide and flood prone areas
Locations of hazardous materials
Fire suppression equipment
First Aid staging area
Locations of any groups needing special assistance
Unsafe structures or infrastructure
Emergency supplies storage

Community Map

Include features such as these:

LEGEND
Geographical features (coast, mountains, rivers, ponds, fields, paddocks)
Key buildings and infrastructures (e.g. schools, hospitals, health centers, roads), bridges, religious buildings, water facilities, shops).
Emergency evacuation and emergency vehicle routes
Alternative assembly areas and shelters
Landslide prone areas
Flood prone areas
Resource people for response and recovery

FORM #6. EARLY WARNING SYSTEMS WORKSHEET

Early Warning System

	Early Warning Systems	Yes	No	Reach people with disabilities?	Comments
FIRE	Fire				
WATER AND WIND	Flood				
	Cyclones and Storms				
	Dam Break				
	Drought				
EARTH	Earthquake				
	Landslide/Debris Flow				
	Volcano				
BIOLOGICAL	Pandemic or Epidemic				

Early Warning Message Delivery FROM:

	Fire	Flood	Storm	Other
Message from weather/ meteorology service				
Message from other community				
Message from local authorities				
Message from neighbors				
Message from local temple, school				
Message from social media				

Early Warning Message Delivery BY:

	Fire	Flood	Storm	Other
Television				
Radio				
Bell, alarm, loudspeaker or megaphone				
Short message to telephone				
Email or social media				
In-person				

STEP 2. REDUCING OUR DANGERS

FORM #7A. REGULAR & PLANNED SCHOOL MAINTENANCE CHECKLISTS

To be adapted for local construction types. Source: Wakeman, Nigel (2003). A Manual for the Use of and Communities in the Maintenance of Primary School Buildings

Maintenance Planning

[ ] We have 'as-built' drawings showing buildings, electrical, drainage and water services (updated when any changes made).
[ ] Staff and community are actively involved in the maintenance process, and feel responsibility and pride in their school
[ ] Students are actively involved in maintenance and developing pride in their school
[ ] We budget and account for expenditures of funds on maintenance
[ ] We raise funds and support for maintenance
[ ] We prepare and post rules for all users of the facilities
[ ] We have a list of all materials and finishes (e.g. pain types and colors)

Suggested Tools List

The following is a suggested list of tools that every primary school should have available to use in maintaining its buildings. The Maintenance Committee can add to this list as it sees fit:

- Wheelbarrow
- Shovel
- Hoe
- Pick-axe
- Bucket
- Hammer
- Crow bar
- Brick trowel
- Plaster trowel
- Steel and wood floats (for plastering)
- Plumb bob and line
- Aluminium level (1m+)
- Short level
- Tape measures
- Pipe wrench
- Large and small adjustable spanners/ wrenches
- Large pliers and electrical pliers
- Hacksaw and blades
- Electrical screw drivers and wood screw drivers
- Coarse and fine files
- Plumbers tape (PTFE)
- Saw
- Carpenters Square

In addition, for fastening furniture to prevent toppling during earthquake shaking, or to mount shelving above flood line, steel L-brackets and screws and anchors will be needed (wooden braces may also be needed to secure furniture to walls).

Sample School Rules for Maintaining Facilities

- Keep all rooms clean and tidy. Check this at the end of the day.
- Keep the buildings locked when not in use.
- Do not lean on walls.
- Do not write on walls.
- Keep furniture away from walls.
- Deposit all rubbish in bins provided.
- Segregate and recycle all solid waste
- Do not stack anything against external walls (either inside or outside)
- Do not use toilets when water is not available.
- Do not throw anything down toilets or sinks.
- Turn off taps so that they do not drip.
- Open and close water taps carefully and do not force them either way.
- Always turn off lights when not needed.
- Do not slam doors and windows; shut them carefully.
- Do not throw or kick balls or any other objects onto roofs.
- Do not hammer nails into walls.
- If shelving, baskets, or hooks are required, have carpenter fix wooden strips to attach these to.
- Keep animals out of the school grounds (and especially away from water supply).
- Do not wash clothes or pots near wells.
- Do not play in standing water.
- Keep wells covered.
- Report all problems with buildings or school grounds to a member of the Maintenance Committee or the Head Teacher.

Daily & Weekly Maintenance

Daily & Weekly Maintenance Checks:	Responsibility
Sweep and wash all floors and verandas	
Clean and wash all toilets	
Clean wash-basins and sinks, replace supplies	
Lock all doors at the end of the school day	
Move all furniture and clean floors	
Clean dirty marks off walls	
Clean all windows	
Clean out all storm-drains	
Segregate and recycle solid waste*	
Clean off any termite tunnels from walls	
Cut grass around the buildings	

Monthly Maintenance (Including Unplanned Repairs)

Grounds & Outside of Buildings	Responsibility
Collect and dispose of all rubbish, in an environmentally responsible manner	
Trim large trees and shrubs	
Clean storm-drains and outlets	
Check covers to inspection chambers and septic tanks	
Check soak aways are not full	
Check water pipes and standpipes	
Check wells and covers	
Check hand-pumps	
Check electric pumps	
Check entrance/exit paving and paths	
Check fences, and walls	
Weed and tidy flowerbeds	
Check for termite tunnels and nests	
Clean off roof	
Check tiled roof for loose tiles	
Check fixings to corrugated steel or fibre-cement roof	
Check external ceilings for damp	
Clean any gutters and down-pipes	
Check and clean outside walls and undersides of roofs	
Check veranda floors	
Check all roof fixings	
Check external electrical installation	
Inside the Buildings	**Responsibility**
Clean off walls and ceilings	
Check ceilings for damp patches	
Check floors	
Check doors	
Check windows	
Check any louvre windows	
Check toilets	
Check water tanks	
Check wash-basins and sinks	
Check electrical installations	
Check furniture	

Seasonal & Planned Maintenance

Outside and Inside	Frequency	Responsibility
Rainy season measures (elevating equipment/ supplies above flood line)		
Dry season measures (harvesting/storing sufficient rainwater)		
Painting building		
Roof covering		
Roof structures		
Ceilings		
Walls		
Floors		
Doors and windows		
Electrical installations		
Plumbing installations		
School grounds		

FORM #7B. ANNUAL SCHOOL MAINTENANCE SURVEY

Annual Maintenance Checks: School Grounds			
Maintenance Item	Responsibility	Problem	Action Taken
Trim trees and shrubs			
Check for termite nests and remove			
Check storm-drains and outlets for damage			
Check that septic tanks are not full			
Check covers to inspection chambers and septic tanks			
Check soil drains for damage			
Check water pipes and stand-pipes			
Check wells for damage			
Check and maintain hand-pumps			
Check and maintain electric pumps			
Check water tanks and stands			
Check paving round buildings			
Check paths and roads			
Check walls, fences and gates			

Annual Maintenance Checks: Buildings External			
Maintenance Item	Responsibility	Problem	Action Taken
Check tiled roofs			
Check corrugated steel or fibre-cement roofs			
Check any gutters and down-pipes			
Check all fascia and barge-boards			
Check all roof fixings			
Check external ceilings			
Check walls for cracks, damage, etc.			
Check veranda floors			
Check external electrical installations			
Steel-framed buildings			
Check all steel frames			
Check any steel cladding			

Annual Maintenance Checks: Buildings External			
Maintenance Item	Responsibility	Problem	Action Taken
Check tiled roofs			
Check corrugated steel or fibre-cement roofs			
Check any gutters and down-pipes			
Check all fascia and barge-boards			
Check all roof fixings			
Check external ceilings			
Check walls for cracks, damage, etc.			
Check veranda floors			
Check external electrical installations			
Steel-framed buildings			
Check all steel frames			
Check any steel cladding			
Timber-framed buidlings			
Check timber cladding			
Check timber frames			
Check veranda floors			
Reinforced-concrete buildings			
Check for spalling and exposed steel			
Check for water damage			
Masonry buildings			
Check for spalling and exposed steel			
Check for damaged bricks			
Check for water damage			
Adobe buildings			
Check for water damage			

Annual Maintenance Checks: Buildings Internal			
Maintenance Item	Responsibility	Problem	Action Taken
Check ceilings			
Check roof structure			
Check floors			
Check skirtings			
Check doors, frames and hardware			
Check windows, frames and hardware			
Check any louvre units			
Check any shutters			
Check toilets			
Check floor drains, wash-basins and sinks			
Check water tanks			
Complete electrical installation			
Check chalkboards and other fittings			
Check furniture			
Timber-framed buildings			
Check timber walls			
Check timber floors			
Check skirtings			
Reinforced-concrete buildings			
Check for spalling and exposed steel			
Check for water damage			
Masonry buildings			
Check for water damage			
Adobe buildings			
Check for water damage			

FORM #8. RISK REDUCTION PLAN

Transfer these items as appropriate to your School Improvement Plan!

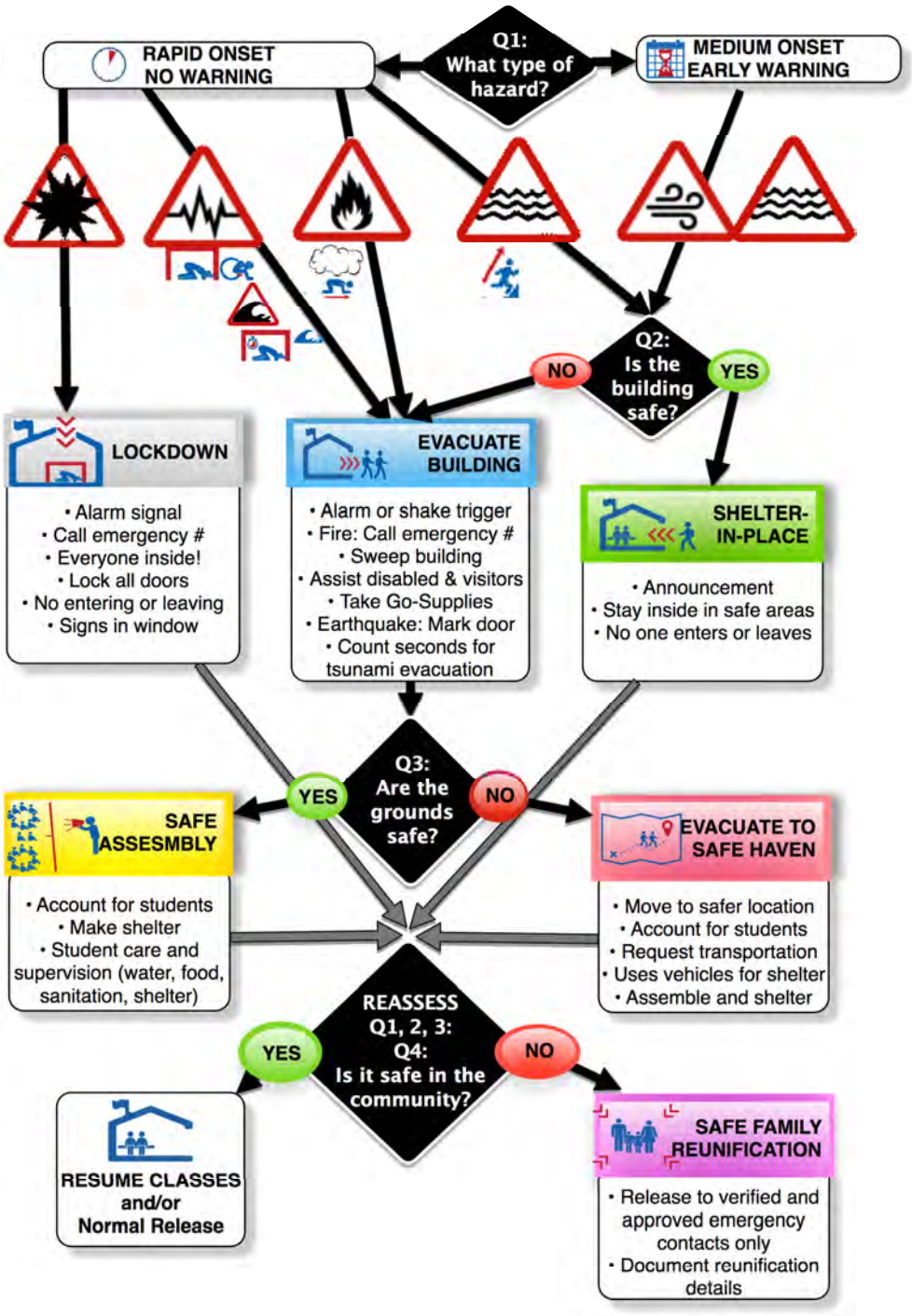
WHAT CAN BE DONE?	WHO CAN DO IT, AND WHO CAN HELP?	HOW MUCH WILL IT COST?	STATUS UPDATE/ DATE

STEP 3. PREPARING TO RESPOND

FORM #9. STANDARD OPERATING PROCEDURES

The Emergency SoPs Decision Tree can be used to help any staff member assess a situation quickly, and select the safest course of action. Details of how to use the tree, and each procedure are explained following the tree.

Emergency Standard Operating Procedures Decision Tree



The **Emergency Procedures Decision Tree** illustrates the different circumstances that lead to these six basic procedures.

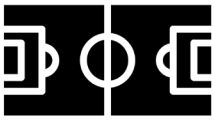
QUESTION #1: IS THERE ANY WARNING BEFORE THE HAZARD IMPACT?

Is the hazard rapid-onset, without warning (such as acts of violence, earthquake, fire). If so, are you ready to react automatically with the appropriate standard operating procedure? If the hazard has a slow or medium-onset (such as floods, cyclone, winter storms, etc.), what kind of early warning information will you have? Has the system been tested? Will you have enough time to close school and use normal student-release procedures to safely reunite all children with their families? If not, for some it will be treated like a rapid onset hazard.

QUESTION #2: IS THE BUILDING SAFE?

The second question is whether the building is safe. If the building is unsafe then **Building Evacuation** should be immediately triggered. In the case of rapid onset hazards such as fire and strong earthquake, the building must be assumed to be unsafe, and therefore cautious building evacuation should be automatically triggered. (Note that during earthquake shaking, everyone should "drop, cover and hold on" and that evacuation should only begin once the shaking has stopped.) In other situations a rapid assessment can be made before evacuation announced by a school wide alarm sound. If the building is safe then the students and staff should be instructed to **Shelter-in-Place. Reverse Evacuation** is practiced for orderly return from assembly area back into classrooms, to **Shelter-in-Place**.

QUESTION #3: – ARE THE SCHOOL GROUNDS SAFE?



If school grounds are safe then **Assemble and Shelter Outside** is the procedure. If school grounds are known to be unsafe (e.g. in coastal area with tsunami risk) then automatic **Evacuation to Safe Haven** should take place. A rapid assessment (e.g. of hazardous materials, fallen power lines, pipeline ruptures) will help decide between these two options.

In all cases, following assembly, reassessment should take place periodically and one of these actions maintained. In the case of real disasters and emergency incidents, **Safe Family Reunification** procedures should be initiated, ensuring that students are returned directly and only to the care of parents/guardians or their pre-designated emergency contacts, and each reunion documented. Students should remain cared for and supervised until the last student is reunited and the **All Clear** is given by the incident commander (explained in the next section). In the case of drills and small events a **Reverse Evacuation** may be practiced to return to class, prior to 'All Clear' instruction and resumption of classes.

Reassess for safety. No matter which procedure you have followed, you then need to reassess your conditions from time to time, and ask questions 1, 2, and 3 again! Finally:

QUESTION #4: IS THE NEIGHBOURHOOD SAFE?

If conditions are completely safe, you may resume classes, and you may release children to return home, as usual. If conditions are not safe, or there are disaster impacts, you must use **Safe Family Reunification Procedures**. Students should return to the care of their parents/guardians or pre-designated emergency contacts, and each reunification documented. Students should remain cared for and supervised until the last student is reunited. In the case of drills and small events a Reverse Evacuation may be practiced to return to class, prior to 'All Clear' instruction and resumption of classes.

STANDARD OPERATING PROCEDURES (SOPS)

SOP: BUILDING EVACUATION

PURPOSE: To protect students and staff in case of fire or other hazards in the building.

FIRST PERSON TO VERIFY THE DANGER: Sound the unmistakable building evacuation/fire alarm sound.

ADMINISTRATION: Activate standardized emergency response system, as needed. Maintain communication. Announce 'All Clear' when emergency ends.

STAFF:

1. Remind students of Building Evacuation Rules: Don't talk. Don't run. Don't push. Don't go back.
2. Close doors and windows.
3. Position one teacher at head and one at the back of two classes.
4. Take Classroom 'Go-Bag' (or bucket), Emergency Clipboard or Notebook, and bag with Student Comfort Kits.
5. Check safety of the route.
6. Lead students to regular places to Assemble and Shelter Outside.
7. If, and when conditions are safe, lead Reverse Evacuation back to classrooms, following same rules.

STUDENTS: Follow rules and instructions and help out.

BUILDING EVACUATION RULES

Don't talk – so you can hear the teacher

Don't run – so you don't get hurt

Don't push – so no one else gets hurt

Don't go back – so you stay safe

Are your exit routes clear, and marked? Any adaptations for your school?

SOP: ASSEMBLE AND SHELTER OUTSIDE

PURPOSE: To protect students and staff and provide for their comfort until everyone can be safely reunified with their families.

ADMINISTRATION: Activate Incident Command System with any functions needed (Operations: search and rescue, first aid, student supervision, safe family reunification. Logistics: water and food, shelter, sanitation). Involve adult volunteers and capable students.

STAFF:

1. Remind students of Building Evacuation Rules: Don't talk. Don't run. Don't push. Don't go back. Students should exit with buddies in twos.
2. Check that students or staff needing special assistance have it.
3. Take your Classroom Provisions (see classroom provision checklist).
4. Evacuate with one adult in the front to check that the evacuation route is clear and a responsible student monitor at the rear of the group seeing that everyone is together. (This can be done with 2 classrooms with first teacher at front and second at the back).
5. Lead students to their seats in the emergency assembly area and take student roll.
6. Teachers are to remain with their class at all times. Students must remain seated together as a class. Keep students quiet for announcements.

STUDENTS: Go to the designated assembly area for your class.. Sit in places, occupied quietly. Be prepared to help with water and food, shelter and sanitation, as requested. Wait to follow Safe Family Reunification procedures.

Where is your assembly area? Does everyone know how to assemble in their class groups? Any adaptations for your school?

SOP: EVACUATE TO A SAFE HAVEN

PURPOSE: To protect students and staff in case of hazards in the school environment.

ADMINISTRATION: Schools that face known risks such as flooding, landslide, debris flow, or schools that do not have a safe assembly area on-site, should arrange and prepare alternate safe assembly site and evacuation routes ahead of time. Inform parents of this alternate site. Lead immediate evacuation to previously identified have. Take office Evacuation Supplies box.

STAFF:

1. Position one teacher at head and one at the back.
2. Take Classroom 'Go-Bags' (or bucket), Emergency Clipboards or Notebook, and bag with Student Comfort Kits.
3. Check safety of the route. Include any students on the way, in the group.
4. Lead students to the safe haven and take student roll.
5. If conditions are safe, lead Reverse Evacuation back to classrooms, following same rules.

STUDENTS: Use buddy system. Stay together. Move quickly and quietly. At the safe haven, follow instructions to Assemble and Shelter Outside.

Where is your safe haven? Do you have needed supplies there? Any adaptations for your school?

SOP: SHELTER-IN-PLACE INDOORS

PURPOSE: To protect students and staff when there are dangers outside of school (e.g. severe weather or flooding) and provide for their comfort until everyone can be safely reunified with their families. Shelter-in-place is appropriate when evacuation is not necessary, or when there is not time to evacuate.

SCHOOL ADMINISTRATION: Announce to stay in or return to indoor shelter areas. Monitor and provide information updates and instruction. Announce 'all clear' when emergency has ended.

STAFF:

1. Close doors and windows, as appropriate.
2. Take attendance.
3. Monitor and provide updates and instructions as available. (Stay off phones which are needed for emergency communications.
4. Supervise students indoors with schedule for learning, recreation, eating and sleeping.
5. Create private area for toilet using bucket/plastic bags.
6. Allow students to help.

STUDENTS: Stay in your classroom. Participate in activities and help out.

Any adaptations for your school?

SOP: LOCKDOWN

PURPOSE: To protect students and staff from violent intrusion or threat of violence.

SCHOOL ADMINISTRATION: Use a unique loud siren or alarm (NOT fire alarm!) to signal immediate lockdown. Monitor situation and re-assess. Be prepared to transfer command to police or public safety authorities. Provide 'All Clear' when it is safe to do so. Following incident inform students and parents and provide time for review and discussion.

STAFF:

1. Warn others to take immediate shelter.
2. Gather students inside in secure area way from threat.
3. Close and lock doors. Move furniture to block access from threat.
4. Have everyone drop and cover behind furniture, and be as small a target as possible.
5. Turn off lights and radios, and silence cell phones.
6. Stay out of sight away from doors and windows.
7. Make sure everyone stays calm and very quiet.

STUDENTS: Help to block doors with furniture. Stay quiet and follow teacher instructions. Hide, drop and cover.

Any adaptations for your school?

SOP: SAFE FAMILY REUNIFICATION PROCEDURE

PURPOSE: To ensure that students and families are reunited in case of emergency or disaster. Students under the age of 16 are not permitted to leave school or safe haven except in the company of an adult approved in advance by parent or guardian.

PARENTS AND SCHOOL ADMINISTRATION: Parents provide school with updated list of emergency contacts with permission to pick up student any time. In the event of emergency or disaster, students will only be released to persons on this list or authorized by persons on this list.

STAFF:

1. Make sure that both students and parents are familiar with student release procedures for emergencies and disasters.
2. Verify identity and ensure that students are released only to persons listed on the List of Emergency Contacts.
3. Keep record of this using Student-Family Reunification Form (Permit to Release Child) for anyone who may come later.
4. Use these procedures any time that normal procedures might be unsafe.

STUDENTS: Be patient and follow safe family reunification procedures. Do not leave with anyone except those approved in advance by your parent or guardian.

Do parents know the plan and requirements? Any adaptations for your school?

FORM #10. SAFETY RULES FOR STUDENTS

(For distribution to each classroom).

SOP #1: BUILDING EVACUATION RULES

Don't talk
so you can hear the teacher

Don't run
so you don't get hurt

Don't push
so no one else gets hurt

Don't go back
so you stay safe

One adult at the front and one at the back. Check that exit is safe as you go. Exit with a buddy. Look to be sure everyone is with you. Move directly away from the building when exiting.

SOP #2: ASSEMBLE AND SHELTER OUTSIDE

Go to the designated assembly area for your class. Sit in places, occupied quietly. Be prepared to help with water and food, shelter and sanitation, as requested. Wait to follow Safe Family Reunification procedures.

SOP #3: EVACUATE TO A SAFE HAVEN

Use the buddy system. Stay together. Move quickly and quietly. At the safe haven, follow instructions to **Assemble and Shelter Outside.**

SOP #4: SHELTER-IN-PLACE INDOORS

Stay in Your classroom. Participate in activities and help out.

SOP #5: LOCKDOWN

Help to block doors with furniture. Stay quiet and follow teacher instructions. Hide, drop and cover.

SOP #6: SAFE FAMILY REUNIFICATION

Be patient and follow safe family reunification procedures.. Do not leave with anyone except those approved in advance by your parent or guardian.

HAZARD SPECIFIC RESPONSE RULES

FIRE SAFETY RULES

IF YOU SEE A FIRE:

If it is small, put it out with a blanket, a bucket of sand, or a fire extinguisher, by covering the fuel. **If it is as big as a bucket, sound the alarm, close doors and windows, and get out!**

IF YOU ARE CAUGHT IN SMOKE:

Drop down on knees and crawl out. Breathe shallowly through your nose. Hold breath as long as possible. Use damp cloth over mouth and nose. **Get down low, and go go go! Feel doorknob – do not open an interior door, if it is hot.**

IF YOU ARE TRAPPED IN A ROOM BY FIRE:

Block smoke from entering with damp cloth, under door. Retreat closing as many doors as possible. Signal and phone your location.

IF YOU ARE ON FIRE:

Stop where you are. Drop to ground. Roll over. **If another person is on fire:** Push them down, roll them and/or cover with blanket, rug or coat: **STOP, DROP and ROLL.**

FLOOD SAFETY RULES

SLOW RISE FLOODING:

Follow early-warning instructions. Evacuate to higher ground or shelter-in-place. Protect records and electronic equipment. Evacuate to Safe Haven.

SUDDEN SEVERE FLOODING:

Evacuate affected spaces and Shelter-in-Place (esp. vertical evacuation). Take 'Go Bag' with supplies with you. **Do not enter floodwaters. If you must evacuate, use flotation devices prepared in advance.**

EARTHQUAKE SHAKING RULES

When you feel the shaking, move away from things that can fall or slide.

- **DROP** to your knees, on the floor, so that you don't fall. Make yourself small.
- **COVER** your head and neck.
- **HOLD ON** to your cover.

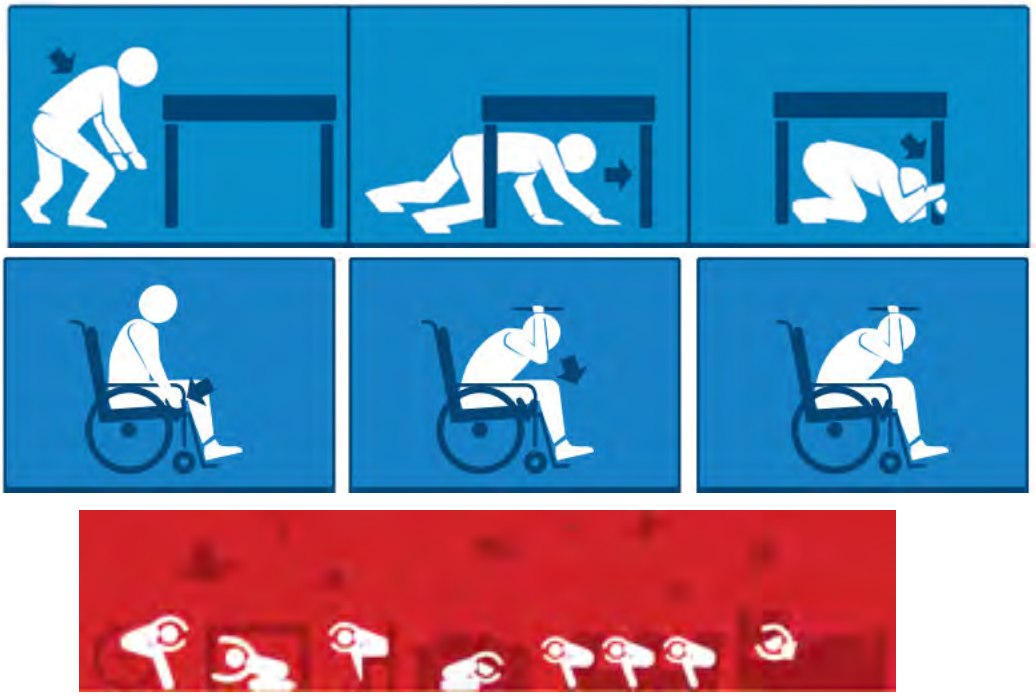
If in a wheelchair, Duck, Cover your head and neck and Hold on to your cover.

In classrooms, the person closest to the door should open it fully. Anyone near an open flame should extinguish it.

If outdoors, avoid overhead hazards

If in a vehicle, stop and pull over in a safe place, and lie down on the seat.

After the shaking stops move outside to a ***Assemble and Shelter Outside.***



TSUNAMI SAFETY RULES

IF YOU ARE IN A TSUNAMI RISK AREA:

Start counting out loud, when you feel earthquake shaking begin. if the earthquake is **LONG** (> 40 seconds or **STRONG** (shakes so it's difficult to remain standing), then evacuate immediately, away from water, to higher ground. Do not wait for an official warning. Stay there until you can verify that all danger is past. Heed any early warning announcement received.

STORM SAFETY RULES

STAY INFORMED OF CYCLONE TRACKING INFORMATION AND FOLLOW ANY EARLY WARNING INSTRUCTIONS AND ADVISORIES.

WHEN THUNDER ROARS, GO INDOORS!

Stay off telephones. Unplug anything electrical. Stay way from and out of water. Listen to weather advisories on battery-powered radio.

THE 30/30 RULE:

1. Count the seconds between seeing lightning and hearing thunder. If this time is less than 30 seconds, lightning is still a potential threat. Seek shelter immediately.

2. After the last lightning flash, wait 30 minutes before leaving shelter. Half of all lightning deaths occur after a storm passes. Stay in a safe area until you are sure the threat has passed.

THE LIGHTNING CROUCH:

If you are caught outside during a lightning storm if your hair stands up on-end or your skin tingles, light metal objects start to vibrate, or if there is only a second or two between the flash and the bang, do the lightning crouch leaving 3 body lengths between you and the next person!

- SQUAT DOWN
- BALANCE ON YOUR TOES
- TOUCH YOUR HEELS TOGETHER!
- COVER YOUR EARS

IF LIGHTNING STRIKES A PERSON: CALL FOR HELP.

HAZARDOUS MATERIALS RULES:

Evacuate upwind to safe haven or shelter-in-place, closing and sealing windows, air-ducts.

IN CASE OF EMERGENCY:

IN CASE OF OTHER KINDS OF EMERGENCIES: CALL FOR HELP

FORM #11. FLEXIBLE SCHOOL ICS RESPONSE TEAM MATRIX

The **Incident Commander** (IC) is usually a natural leader or the most senior and experienced person present at the beginning of the event. Do not wait for someone to fill this role. It can be transferred over when there is an opportunity. The IC asks for the most capable manager to lead the **Operations Branch** and the person who knows the area and resources and best at organising cooperatively to lead the **Logistics Branch**. For a smaller school, this is all that is needed. For a larger school the roles can be divided up further and there can be multiple teams. No one should have more than 7 people reporting to them.

Depending on the incident and the needs each branch leader selects **Team Leaders** to guide the other roles and responsibilities. With small groups, some adults will have more than one role. Where there is no danger involved, capable older students can have leadership roles and other students can also help.

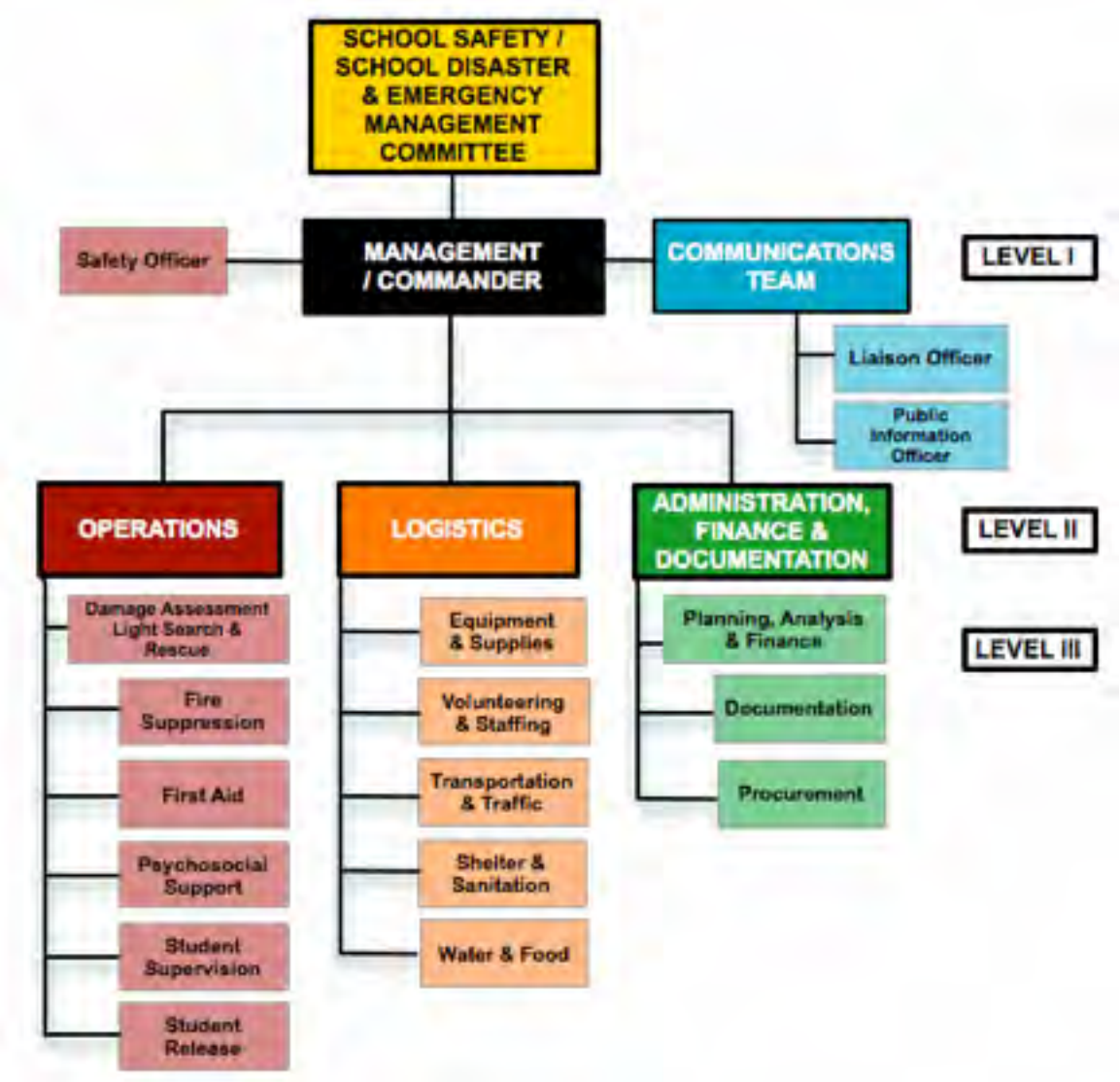
Make initial assignments *and alternates* based on skills. This chart can also be used to fill in names, in pencil, as they will need to change over time, as the needs of the situation change, and as people need a rest.

	LEAD	ALTERNATES AND TEAM MEMBERS	STUDENTS & VOLUNTEERS
INCIDENT COMMANDER			
Communications			
Safety			
OPERATIONS BRANCH			
Fire suppression/light search and rescue			(adults only)
First aid/psychosocial support			
Site security			
Student supervision			
Evacuation/family reunification			
LOGISTICS BRANCH			
Shelter and Sanitation			
Water and food			
Transportation			

FORM #12. ICS ROLES & RESPONSIBILITIES

Level 1 is smaller schools or minor; short-term events. Level 3 is for larger schools and larger events. Level 2 is flexible, in-between.

These can be made into necklaces to e distributed immediately upon activation of ICS. For each role, take a piece of cardboard and write the name of the role very large on one side. On the other side, paste the responsibilities. Punch holes on the left and right side at the top, and tie a sturdy string through, to make them into necklaces.



INCIDENT COMMAND SYSTEMS NECKLACES – LEVEL 1/2 SET

The **Incident Commander** (IC) is responsible for directing emergency operations and shall remain at the Command Post ICC to observe and direct all operations. The IC will normally be the school principal, assistant principal or their designee. In the absence of the normal IC, anyone may assume the duties of the IC until someone more qualified can take over.

RESPONSIBILITIES INCLUDE:

- Begin and end emergency response.
- Assess type and scope of emergency.
- Determine threat to human life and structures and need for outside assistance.
- Set up command post ('incident command center')
- Set up and coordinate emergency assignments as needed.
- Give instruction for area evacuation if necessary.

THE OPERATIONS BRANCH LEADER RESPONSIBILITIES ARE TO:

- Open Emergency Supplies Bin.
- Mobilize operations teams as needed and assign and supervise operations team leaders.
- Maintain contact with Incident Command Center.
- Receive reports from Team Leaders.
- Maintain list of fires discovered and status.
- Receive list of missing/unaccounted students.

THE LOGISTICS BRANCH LEADER RESPONSIBILITIES ARE TO:

- Immediately lock all external gates and doors – secure campus.
- Report to Incident Commander.
- As needed mobilize individuals to obtain equipment and people to support the operations branch.
- Monitor gates and open for emergency vehicles, and direct first responders to area of need.
- Post signs as needed.
- Direct parents to the 'Request Gate.'
- Check utilities and take action to minimize damage to school site.
- Assess damage to site and report findings to Incident Command Center.
- Establish morgue area, if needed.
- Work with the cafeteria and ICC to distribute resources such as water, food, power, radio, telephones, and sanitation supplies.
- Seek help to create shelter and sanitation and nutrition teams as needed.

INCIDENT COMMAND SYSTEMS NECKLACES – LEVEL 3 SET

COMMUNICATIONS TEAM RESPONSIBILITIES ARE TO:

- Report to the Incident Commander.
- Support Incident Commander by facilitating and delivering communications.
- Set-up public address system.
- Use cell phone short messages, walkie-talkies, messengers and any other means needed to communicate between school, emergency service and district office as needed.
- Will also relay official communications from IC to staff and students in assembly area, and parents

SITE SECURITY TEAM LEADERS' RESPONSIBILITIES ARE TO:

- Report to the Operations Branch Leader.
- Secure entrances and exits to the school.
- Restrict entry and direct traffic to Family Reunification Request and Reunification Gates.

THE FIRE SUPPRESSION/LIGHT SEARCH AND RESCUE/DAMAGE ASSESSMENT & UTILITIES CONTROL TEAMS LEADER ARE EXPECTED TO IMMEDIATELY ASSEMBLE AT THE EMERGENCY SUPPLIES CONTAINER TO OBTAIN SAFETY EQUIPMENT. RESPONSIBILITIES ARE:

- Extinguish small fires immediately with distributed fire suppression equipment by all trained staff or older students without waiting for mobilization.
- Place rescuer safety first. Use good judgment in each situation.
- Three-member teams to search assigned areas by building and floor & check for missing students
- Three-member teams to check and turn off utilities as needed and assess damage.
- Check every room in the assigned buildings looking for any person(s) who are hurt or need rescue assistance. Begin on the first floor and work up.
- Ensure everyone is out of the building(s). Escort people out of building in normal manner via stairs, halls, and doorways whenever feasible. Send stragglers to the assembly area.
- Place an "X" with chalk on doors of empty rooms.
- Provide first aid on site, as long as you are not in danger.
- Transport non-ambulatory injured to first aid treatment area, only if it is dangerous to remain.
- Spend no more than one minute with each found victim.
- Record the location of victim on Emergency Response Team Log.
- Report findings to Operations Chief (with walkie-talkie if possible).
- Additional teams to be on standby to deploy as needed based on assessment reports.

Training required: Fire suppression. Light search and rescue.

FIRST AID AND PSYCHOSOCIAL SUPPORT TEAM RESPONSIBILITIES ARE TO:

- Set up first aid area in a safe place.
- Secure first aid supplies.
- Triage for life-saving: prioritizing quick check to open airways, stop bleeding and treat shock.
- Coordinate with Search-and-Rescue Teams.
- Determine need for emergency medical assistance.
- Administer first aid as needed.
- Keep record of types of injuries and aid provided.
- Provide psychological first aid and establish buddy system to support students or staff in need.
- Keep log of students dispatched for emergency medical assistance and that need follow-through and referrals.

Training required: First aid. Psychosocial support.

THE STUDENT SUPERVISION AND STUDENT-FAMILY REUNIFICATION TEAM LEADER RESPONSIBILITIES ARE:

- Report to the Operations Branch Leader
- Send student status report forms from teachers, reporting any injured or missing students immediately.
- Communicate with Incident Command Center Attendance Accounting Team.
- Keeps all doorways, hallways, and stairwells safe and clear.
- Implement “buddy” system with neighboring teachers/staff.
- Help runners locate students being picked up and direct them to the ‘Reunion Gate.’

THE STUDENT SUPERVISION AND STUDENT-FAMILY REUNIFICATION TEAM MEMBER RESPONSIBILITIES ARE:

- Take roll and re-check students from time to time, reporting status to the Incident Command Center.
- Supervise and reassure students throughout the duration of the emergency.
- Conduct recreational and educational activities to maintain order and calm.
- Provide water and snacks to help calm the students.

STUDENT-FAMILY REUNIFICATION TEAM RESPONSIBILITIES ARE TO:

- Make sure that Request and Reunification Gates are clearly marked overhead and that there is a sign in the front of the building directing parents to the request gate.

At Request Gate:

- Greet and direct parents/guardians through the Request process.
- Provide parents with Student-Family Reunification Form (Permit for Release of Child) to be filled out.
- Verify authorization on 'Student Emergency Contact' cards.
- Request identification. If parents or guardians are known to staff or positively identified by student, this may be used in lieu of official identification, subject to approval of administrator.
- Keep the top portion of the form at the Request Gate filed in alphabetical order.
- Locate child using Student Schedule Location Roster and identify location in Emergency Assembly Area. Send a runner with the middle portion of the form to locate the student in the Assembly area.
- Give the bottom portion of the form to the parent/guardian and direct them to the Reunification Gate.
- If a second person comes to find the same student, check request form and direct parent to the reunification gate for detailed information.

At Reunion Gate:

- Match request form with student. Request identification. In the case of discrepancies request adult to return to Request Gate.
- If a second person comes to find the same student, verify that the student was picked up, when and by whom.

SHELTER AND SANITATION TEAM RESPONSIBILITIES ARE TO:

- Report to the Logistics Branch Leader.
- Organize shelter and sanitation, mobilizing available volunteers.

Sanitation:

- Arrange for students will use gym and field restrooms, if they are safe and water is available.
- Access pre-positioned supplies from emergency storage container.
- Privacy screens can be made from be large cardboard appliance containers cut in half vertically to make a “v-shaped” screen, or made with dark sheets and ropes. Separate facilities may be needed for girls and boys.
- To collect waste you may either dig holes, and cover with sand or dirt periodically, or use buckets and plastic bags.

Shelter:

- In case of inclement weather, if gymnasium is safe, arrange for students will be brought inside.
- If building is not safe, IC will seek alternate location. Blankets kept in the emergency shed will be used.

WATER AND FOOD TEAM LEADER RESPONSIBILITIES ARE:

- Report to the Logistics Branch Leader
- Organize water and food, mobilizing available volunteers
- Arrange for provision of water and food for those people detained beyond meal times.
- Water and food stocks should both be stockpiled and rotated into regular use on an ongoing basis.

TRANSPORTATION TEAM RESPONSIBILITIES ARE TO:

- Report to the Logistics Branch Leader.
- Organize transportation as required.

FORM #13. SCHOOL DRILLS – SAMPLE SCENARIOS

Note: Make your own realistic scenarios for any of the hazard(s) that you face.

EARTHQUAKE DRILL SCENARIO

(Adapt and practice if you are in a earthquake-prone area)

The drill will be based on a scenario for a likely 4.7 magnitude earthquake will roll through [your region] and affect all areas of our province. Intense shaking will begin at [time] and will last for 15 seconds. There will be at least one aftershock within 15 minutes. Electrical power, water, gas and sewer systems have failed in many areas. The school's telephones do not work. Larger roads nearby are damaged. Staff and students must implement earthquake procedures and implement the appropriate response.

FLOOD DRILL SCENARIO

(Adapt and practice if you are in a flood plain).

The drill will be based on a hypothetical scenario for a flood that occurs during the 5th day of rain, generates massive flood runoff when the river spills over its banks floodgates are thrown open to prevent a dam burst. This is unlike anything experienced in the past 100 years. The principal has received a telephone call warning of the immanent flooding. If your building has 2 floors your plan is to evacuate to the second floor. If your building has 1 floor, your plan is to evacuate to higher ground if time permits. Students have flotation jackets or belts for safety.

HAZARDOUS MATERIALS EXERCISE

(Adapt and practice if you are located nearby production facilities that use hazardous materials).

The drill will be based on a hypothetical scenario for an industrial hazardous materials release from a nearby factory. You have met with nearby industrial facilities operators and have learned the measures to take. You receive a siren. Telephone communication systems are working.

FORM #14. DRILL PREPAREDNESS CHECKLISTS

Teacher Checklist

TEACHERS: PREPARE YOURSELVES

- ☐ School Emergency Evacuation Route map is posted in your room.
- ☐ Emergency Provisions are in place and easily transportable (for evacuation or field trips).
- ☐ Check that you know the location of your fire extinguisher or fire suppression material, and know how to use it.
- ☐ Complete your own Family Disaster Plan at home and with your childcare providers.
- ☐ Please prepare yourself at home and at work in the event you are needed to stay longer than your scheduled day. The principal or designee will release staff members as the needs change. If you have very extenuating circumstances discuss these with your Principal NOW, not during an emergency.
- ☐ Plan a quiet activity that students can do in the assembly area in the event of a real emergency or a drill.
- ☐ In case of disaster before or soon after the end of the school day, please be prepared to return to school to provide assistance to students.

TEACHERS: PREPARE YOUR STUDENTS

- ☐ Make sure that your students know the 4 rules for building evacuation: Don't Talk! Don't Push! Don't run! Don't turn back! Students should know that if there is an earthquake when they are outside of a classroom (during break or lunch or if they are somewhere), they should exit with the nearest class and should NOT go back inside. If they are between classes, they should assemble in the outdoor emergency assembly area with their next period class.
- ☐ Early childhood classes should have evacuation ropes with one handle for each child. Practice to make sure students stay together, holding on to the rope.
- ☐ Make modifications to be sure that every child is included, and no one is left out.
- ☐ Review the Emergency Evacuation Routes. Prepare 4 monitors who will work as buddies and lead the way, carefully checking to make sure that the route is clear. (This is of most importance for classes on second floor or without easy access to open space outdoors).
- ☐ If you face earthquake risks, practice "Drop, Cover, and Hold On" drill, having students hold their position for 45 seconds. (In tsunami risk areas make sure that you also count and evacuate to higher ground if the earthquake is strong or long)
- ☐ Teacher in science labs should demonstrate to students how to extinguish any flames and isolate any hazardous materials in use.
- ☐ Make sure that students understand Safe Family Reunification Procedures. Inform students that only their parent(s), guardian(s), or other adult(s) listed on their Emergency Contacts Card will be allowed to pick them up from school in a real emergency. Explain the "Request Gate" / "Reunion Gate" procedures.

TEACHERS AND STUDENTS: PREPARE YOUR PARENTS

- ☐ Teachers are to pass out drill announcements parent letters to their students to take home.
- ☐ Confirm with parents that their Emergency Contact Form is up-to-date, and explain the importance of the reunification procedures. Explain the "Request Gate" / "Reunion Gate" procedures.
- ☐ Reassure parents that their children will be safe at school until they arrive.

FORM #15. EMERGENCY PROVISIONS CHECKLIST

Administration Office 'Go-Box'

DESCRIPTION	READY	MISSING	INITIALS/DATE
School Disaster Management Handbook and Plan Binder			
Faculty and Staff Roster			
Student Roster and Class Schedules			
Student Emergency Contact List			
Important Phone Numbers			
Reunification Forms			
School Site Map/Floor Plan			
Keys			
Megaphone			
Pens and Notepads			
Masking Tape			
Marking Pens			
First Aid Supplies			
Flashlight			
Whistle			
Emergency Radio and Batteries			

School Emergency Supplies Bin

DESCRIPTION	READY	MISSING	INITIALS/DATE
Water			
Megaphone			
Sticks for Class Group Signs			
Staff/Team Vests or Necklaces for ID			
Generator			
Shelter Supplies			
Blankets or Mats (Student-Supplied)			
Privacy Screen (e.g. Cardboard Box)			
Walkie-Talkies			
Sanitation Supplies (Soap)			
Hard Hats (for Search and Rescue Team)			
Crowbar			
Shovel			
Ladder			
Duct Tape			
File Box (for Reunification Forms)			
Snacks/Long-Lasting Food (Rotated into Stocks)			

Classroom 'Go-Bag' or Shelter-in-Place Bucket

DESCRIPTION	READY	MISSING	INITIALS/DATE
1 Clean Sheet			
1 Classroom First Aid Kit			
1 Flashlight			
1 Battery-Operated Radio			
Extra Batteries			
1 Whistle			
4 Emergency Blankets (for Cold)			
4 Plastic Rain Covers			
Tissues			
3 Marking Pens			
Plastic Bags			
Pens and Notepad			
Rope with Handles (ECCE Evaluation)			
Supplies for Student Activities (Optional)			

Classroom Emergency Clipboard or Notebook

DESCRIPTION	READY	MISSING	INITIALS/DATE
Current Class Rosters			
1 Red 'Casualties or Danger' Sign			
1 Green 'Completely Evacuated' Sign			
Your Room # Sign (for Assembly Area)			
Injured/Missing Status Report Form			

First Aid 'Go-Box'

DESCRIPTION	READY	MISSING	INITIALS/DATE
First Aid Kit (Appropriate for Size of School)			
Existing Patient Medications Log			
Student Prescriptions and Other Medications			
Additional First Aid Supplies			
Blanket			
Sheet			

Student Comfort Bags (Family Supplied)

DESCRIPTION	READY	# MISSING	INITIALS/DATE
1/2 l. Bottle of Drinking Water			
1 High Energy/Long Life Snack			
Family Photo and/or Comfort Note from Parents to Student			
Change of Underwear or Clothing			

STEP 4. PLANNING FOR EDUCATIONAL CONTINUITY

FORM #16. EDUCATIONAL CONTINUITY PLAN

1. MAKE UP DAYS/HOURS: If school is disrupted for up to _____ days per school year, we can make up school hours as follows (include shifts, etc.):

2. ALTERNATIVE SCHOOL LOCATION: If school is disrupted for up to _____ days per school year, we can meet in the following location(s):

3. ALTERNATIVE MODES OF INSTRUCTION: (What other methods can you use to make up for school disruption: e.g. accelerate learning, self-study, peer-to-peer learning)

5. PLANNING FOR SCHOOL CLEAN-UP: (e.g. in event of flood)

6. PLANNING FOR LIMITED USE OF SCHOOL AS TEMPORARY SHELTER: (Do we have school rules? How will we communicate our rules? Will occupants vacate during the day, or will we assign certain classrooms only? How will educational continuity be maintained?)

7. TEMPORARY LEARNING FACILITY: (What do we have, and what would we need in order to set up temporary learning facilities in case of prolonged lack of use of school facility?)

8. CHILD PROTECTION: (How can we protect children both in the way that we normally do, and because of their increased exposure to physical danger, neglect, exploitation, or abuse?)

STEP 5. MONITORING, REACHING OUT, ADVOCATING

FORM #17. SCHOOL DISASTER READINESS AND RESILIENCE CHECKLIST

Tick check-boxes only for items done during the past year!

1. ONGOING SCHOOL DISASTER MANAGEMENT OR SAFETY COMMITTEE GUIDES THE SCHOOL DISASTER MANAGEMENT PROCESS.

- ☐ An existing or special group representative of all parts of the school community is tasked with leading school disaster management efforts on an ongoing basis.
- ☐ School disaster management has the full support of school leadership.
- ☐ School disaster management committee takes lead in ongoing planning for prevention, mitigation, response and recovery.
- ☐ School disaster and emergency management plan is reviewed and updated at least annually.

2. ASSESSMENT AND PLANNING FOR DISASTER MITIGATION TAKES PLACE CONTINUOUSLY.

- ☐ Hazards, vulnerabilities, risks, capacities and resources are researched and assessed.
- ☐ Mitigation measures are identified and prioritized for action.
- ☐ Building evacuation routes and safe assembly areas are identified.
- ☐ Area evacuation and safe havens for family reunification are identified, as needed.
- ☐ Educational continuity plans are in place for recurring hazards and high impact hazards (including alternate locations and transitional learning spaces as needed).

3. PHYSICAL PROTECTION MEASURES ARE TAKEN TO PROTECT STUDENTS AND STAFF AND FACILITIES.

- ☐ School buildings and grounds are maintained and repaired for disaster resilience (e.g. against moisture, termites, fungus).
- ☐ Fire prevention and fire suppression measures are maintained and checked regularly.
- ☐ Safety measures related to building non-structural elements, furnishings and equipment are taken to protect students and staff from hazards within the building (especially due to earthquakes, severe weather, etc.)
- ☐ Measures are taken to protect equipment and materials from wind and water damage (from floods, storms)
- ☐ School infrastructure, including access routes, shelters and safe havens are developed as needed and maintained for safety.
- ☐ Crime, vandalism, and bullying prevention measures are maintained and students and staff feel safe and secure on school premises.
- ☐ Measures are taken to provide clean drinking water, food security, drought and hazardous materials protection (e.g. rainwater harvesting, school gardens, solid waste management, erosion prevention).

4. SCHOOL PERSONNEL HAVE DISASTER AND EMERGENCY RESPONSE SKILLS AND EMERGENCY PROVISIONS.

- ☐ School personnel are ready to organize disaster response using a standard emergency management system (e.g. incident command systems).
- ☐ School personnel receive training in a range of response skills including, as necessary:
- ☐ standard operating procedures for emergencies and disasters
- ☐ a standard emergency management system (e.g. incident command systems – student supervision, shelter, nutrition and sanitation, light search and rescue, first aid, and psychosocial first aid)
- ☐ first aid
- ☐ School maintains first aid supplies
- ☐ School maintains fire suppression equipment
- ☐ School maintains emergency water, nutrition and shelter supplies to support expected staff and students for a minimum of 72 hours.

5. SCHOOLS HAVE AND PRACTICE POLICIES AND PROCEDURES FOR DISASTERS AND EMERGENCIES.

- ☐ Policies and standard operating procedures adopted to address all known hazards
- ☐ Standard operating procedures include: building evacuation and assembly, evacuation to safe haven, shelter-in-place, lockdown, and family reunification procedures.
- ☐ School has identified and everyone knows to go to the safe assembly after building evacuation
- ☐ School personnel have and practice procedures to ensure safe student reunification with emergency contacts identified in advance by parents and guardians.
- ☐ School drills are held at least twice yearly to practice and improve upon disaster mitigation and preparedness skills and plans. One of these drills is a full scenario drill to practice response preparedness.*

*Source: Risk RED, 2012

FORM #18. FAMILY DISASTER PLAN

Distribute 1 per family. Check as completed. May be used as pre/post household survey.

ASSESSMENT & PLANNING	
☐	We hold a family disaster planning meeting every 6 months (household, extended family, or family of one). We identify our risks and use this checklist for our planning.
☐	We identified the safest places in the house and in each room in case of disasters we face (e.g. earthquake: away from windows, large and heavy objects that can fall, and objects like heaters that can cause fire).
☐	We identified exits and alternative exists from our house and building.
☐	We searched for and identified hazards in our home (e.g. furniture or equipment that can fall or slide during earthquake or flood) and our environment (e.g. hazardous materials sites).
☐	We know our out-of-area contact person(s) and phone number(s): (ideally cell phone for text messaging) It's: _____
☐	We know that we will only use the telephone in case of physical emergency after a disaster. We will use radio and television for information.
☐	We know where we would reunite Inside the house: _____ Outside the house: _____ Outside the neighborhood: _____ and we have a private message drop location outside our house.
☐	We made our copies of important documents, and key addresses and phone numbers. We have one set with our out-of-area contact and/or we keep one in our evacuation go-bag.
☐	We are spreading the word to everyone we know
☐	We participate in emergency planning with our community.
☐	We make our expectations known to local, regional and national policy-makers.
PHYSICAL PROTECTION	
☐	Our building has been designed and built according to seismic, wind or flood codes
☐	We maintain our building, protecting it from damp, and repairing damage when it occurs.
☐	We have fire suppression equipment (e.g. bucket and sand) and maintain it.
☐	We have secured family heirlooms and items of cultural value that could be lost to future generations.
☐	We have limited, isolated, and secured any hazardous materials to prevent spill or release.
☐	We keep shoes and flashlights with fresh batteries, by our beds. For flood: We keep flotation device or life-jacket on the highest floor in the building. For fire: We have cleared away fire hazards from around our home. For water and debris flow: we have created channels and are prepared to make sandbags.
☐	We have protected ourselves from glass breaking with heavy curtains, window film or shutters.
☐	We consciously reduce, reuse and recycle.
RESPONSE CAPACITY: SKILLS & SUPPLIES	
☐	We know how to put out a fire.
☐	We know how to turn off our electricity, water and gas.
☐	For advanced warning: We understand early warning systems and know how to respond.
☐	We have learned first aid, light search and rescue, fire suppression, wireless communication, swimming, or community disaster volunteer skills.

FORM #19. OUTREACH AND ADVOCACY PLAN

WHAT	WHO	BY WHEN	STATUS UPDATE/DATE

STEP 6. IMPLEMENTING OUR PLAN

FORM #20. SCHOOL STATUS REPORT

[Small school version/expand for larger schools: Report to district office]
Return this form to the Assembly Area collecting point, immediately after evacuation.

Responsible Teacher/Staff Name: _____ **Room:** _____
Alternate Responsible Person: _____

All Persons Accounted for:

[ ] Yes [ ] No

Missing or Unaccounted for:	Last Seen:

Injured Persons	Where Now?

Absent/Left Early/Sent Elsewhere	Where?

Additional Persons Present – Not Normally	Normally Where?

FORM #21. STUDENT-FAMILY REUNIFICATION FORM

[Larger school version. Make 1 copy per family]

Student-Family Reunification Form

PART 1: KEEP THIS TOP PORTION AT REQUEST GATE

PARENTS FILL IN THIS PART

STUDENT'SNAME_____CLASS_____

STUDENT'SNAME_____CLASS_____

PART 2: SEND THIS PART FROM REQUEST GATE TO ASSEMBLY AREA WITH RUNNER, THEN TO RELEASE GATE WITH STUDENT.

STEP 1A – REQUEST GATE – ***PARENTS FILL IN THIS PART***

STUDENT'SNAME_____CLASS_____

STUDENT'SNAME_____CLASS_____

TEACHER(S)_____

PARENT/GUARDIAN NAME (PLEASE PRINT) _____

STEP 1B – REQUEST GATE – VERIFICATION – ***STAFF FILL IN THIS PART***

NAME ON EMERGENCY CARD: ☐ YES ☐ NO PROOF: ☐ YES ☐ NO

AUTHORIZEDBY(PRINCIPALORDESIGNEE)_____DATE_____TIME_____

TEACHER(S)_____

STEP 2 - ASSEMBLY AREA - ***STAFF FILL IN THIS PART***

TEACHER'SSIGNATURE_____

NOTE_____

PART 3: SEND BOTTOM PORTION TO REUNION GATE WITH PARENT. REUNION GATE: MATCH PARTS 2 & 3 AND FILE.

STEP 3A – RELEASE GATE – ***PARENTS FILL IN THIS PART***

STUDENT'SNAME_____CLASS_____

STUDENT'SNAME_____CLASS_____

TEACHER(S)_____

PARENT/GUARDIAN NAME (PLEASE PRINT) _____

PARENT/GUARDIANSIGNATURE_____

DESTINATION_____PHONE#_____

STEP 3B - RELEASE GATE - ***STAFF FILL IN THIS PART***

PROOF: ☐ YES ☐ NO

AUTHORIZEDBY(PRINCIPALORDESIGNEE)_____DATE_____TIME_____

Student-Family Reunification Form

[Smaller school version. Make additional copies of this form as needed.]

STUDENT'S NAME	CLASS	NAME OF APPROVED EMERGENCY CONTACT PICKING UP STUDENT	CONTACT # AND DESTINATION	SIGNATURE	VERIFIED BY PRINCIPAL OR DESIGNEE

FORM #22. RAPID DAMAGE ASSESSMENT FORM

[Based on the Global Education Cluster Rapid Joint Education Needs Assessment guide, sample key informant survey. Replace with nationally-adopted form.)

A) General Information

1. WHAT IS THE NAME AND GEOGRAPHIC LOCATION OF THE SCHOOL?

School Name	
Province	
District	
Village	
Date of Assessment	
Contact Number	

2. WHAT ARE THE GPS COORDINATES OF THE ENTRANCE TO THE SCHOOL GROUNDS?

Latitude (90.0 through 90.0)	
Longitude (180.0 through 180.0)	
Altitude (In Meters)	

3. WHAT IS THE TYPE OF THIS LEARNING FACILITY?

- ☐ Primary
- ☐ Secondary
- ☐ Other

4. IS THIS A RURAL OR URBAN SCHOOL?

- ☐ Rural
- ☐ Urban

B) Access and Learning Environment

5. WHAT ARE CURRENT NUMBERS OF STUDENTS AND STAFF?

	Male	Female
Kindergarten		
Primary/Secondary Grade #1		
Primary/Secondary Grade #2		
Primary/Secondary Grade #3		
Primary/Secondary Grade #4		
Primary/Secondary Grade #5		
Total Students		
Teachers		
Administrators and other staff		
Total Staff		

6. SINCE THE EMERGENCY/CRISIS, ABOUT WHAT PERCENTAGE OF NORMALLY ENROLLED CHILDREN ARE ATTENDING SCHOOLS/LEARNING SPACES AT THIS LOCATION?

	Boys	Girls
None/Only a Few (0-25%)		
Some (26-50%)		
Many (51-75%)		
Almost All/All (76-100!)		

7. WHAT ARE THE GROUPS OF CHILDREN AND YOUNG PEOPLE THAT ARE LEAST LIKELY TO PARTICIPATE IN EDUCATION ACTIVITIES IN YOUR COMMUNITY/AREA?

	Children without a Parent or Guardian
	Children with Disabilities
	Children Working Outside the Home
	Ethnic Minorities
	Other (Please Specify)

8. WHAT ARE THE TWO MOST COMMON REASONS FOR NOT ATTENDING SCHOOL?

	Boys	Girls
Fees or Costs		
Illness		
Early Marriage		
Distance to School		
Leaving to Work		
Lack of Gendered Facilities		
Other (Please Specify)		

9. HOW CAN WE BETTER SUPPORT ALL LEARNERS, INCLUDING THOSE WHO MIGHT NORMALLY BE EXCLUDED (E.G. THOSE WITH DISABILITIES, MINORITY ETHNIC GROUPS), AT THIS SCHOOL?

	Training for Teachers
	Special Curriculum or Teaching Materials
	Sensitise Community to Allow Participation
	Assistance Devices (e.g. Wheelchairs, Ramps)
	Other (Please Specify)

10. WHAT RISKS ARE PRESENT FOR LEARNERS AND TEACHERS WHILE AT SCHOOL OR TRAVELLING TO/FROM SCHOOL?

	Health Risks from Unsanitary Conditions
	Landmines
	Being Abused or Exploited
	School's Area Potential Site for Recruitment or Abduction of Children
	Other (Please Specify)

11. WHAT IS THE LEVEL OF DAMAGE TO THE SCHOOL AS A RESULT OF THE RECENT EMERGENCY?

	Totally Destroyed/Not Usable (Basic Safety Cannot be Assured)
	Occupied or Looted and Thus Not Currently Usable
	Damaged, But Can Be Repaired
	Limited Damage, Can Easily Be Repaired (Broken Windows, etc.)
	No Damage

12. ARE ANY TEMPORARY STRUCTURES NEEDED?

	Large Tents (Provide Dimensions)
	Medium Tents (Provide Dimensions)
	Plastic Sheeting
	Wood, Bamboo, Other Local Materials
	Other (Please Specify)

13. IS THE SCHOOL/LEARNING SPACE OFFERING PSYCHOSOCIAL SUPPORT TO:

	Yes	**No**
Children and Youth?		
Teachers?		

14. WHAT TYPE OF SUPPORT FOR EDUCATION IS MOST ESSENTIAL RIGHT NOW IN THIS COMMUNITY/SITE? (CHOOSE ONLY ONE.)

	Repairing Damaged School Buildings or Facilities
	Establishing Temporary Spaces for Learning
	Ensuring Safety of Learners and Teachers
	Providing School Materials
	Providing Teaching and Learning Resources
	Providing Psychosocial Support to Teachers and Students
	School Feeding
	Recruiting Teaching Staff
	Other (Please Specify)

15. WHAT ARE THE MAIN WATER, SANITATION AND HYGIENE NEEDS AT THIS SCHOOL?

- ☐ Latrines
- ☐ Water for Drinking
- ☐ Water for Washing
- ☐ Cleaning Materials (Soap for Handwashing)
- ☐ Hygiene Education
- ☐ Other

C) Teaching and Learning

16. HAS THIS SCHOOL LOST THE FOLLOWING MATERIALS AS A RESULT OF THE EMERGENCY?

- ☐ Official School Documents
- ☐ Teaching and Learning Materials (Such as Blackboards or Stationery)
- ☐ School Text Books and Library Books
- ☐ Furniture (i.e. desks, chairs, benches)
- ☐ Water Supply (Hand-Washing Facilities, Toilets, etc.)
- ☐ Other (Please Specify)

17. WHAT URGENT MESSAGES OR INFORMATION ARE NEEDED BY CHILDREN AND YOUTH IN THIS SITE TO PROTECT THEM DURING THIS PERIOD?

- ☐ Peace Education and Conflict Mitigation
- ☐ Natural Hazards Preparedness and Risk Reduction
- ☐ Increased Awareness of Health, Nutrition and Hygiene Issues
- ☐ Protection Against Safety and Security Risks (Landmines, Armed Conflict, etc.)
- ☐ Psychosocial Activities and Support
- ☐ Other (Please Specify)

18. WHAT IS THE NUMBER OF INSTRUCTIONAL DAYS LEARNERS MISSED AS A RESULT OF THE EMERGENCY?

Instructional Days Missed _____
How Many Can Be Made Up _____

D) Teachers and Other Educational Personnel

19. SINCE THE EMERGENCY, AROUND HOW MANY TEACHERS ARE STILL ABLE TO WORK?

	Men	Women
None/Only a Few (0-25%)		
Few (26-50%)		
Some (51-75%)		
Many (76-90%		
Almost All (91-100%)		

20. WHAT KINDS OF TEACHERS DO YOU NEED MOST RIGHT NOW? (CHECK ALL THAT APPLY)

- ☐ Have Enough Teachers
- ☐ Female Teachers
- ☐ Male Teachers
- ☐ Certified Teachers
- ☐ Teaching Assistants
- ☐ Subject-Specific Teachers (Please Specify)
- ☐ Other (Please Specify)

21. WHAT TYPE OF SUPPORT FOR TEACHERS IS THE MOST ESSENTIAL RIGHT NOW? (CHOOSE ONLY ONE.)

- ☐ Psychological and Social Support
- ☐ Provision of Didactic Materials
- ☐ Training (Specify Type)
- ☐ Other (Please Specify)

E) Education Policy and Coordination

22. HAVE LOCAL EDUCATION OFFICIALS BEEN ABLE TO REACH AND SUPPORT THIS SCHOOL SINCE THE EMERGENCY?

- ☐ Yes
- ☐ No

23. ARE THERE CURRENTLY ANY FUNCTIONING GROUPS PRESENT IN THIS COMMUNITY THAT ARE SUPPORTING EDUCATION? (CHECK ALL THAT APPLY.)

- ☐ Government Education Authorities
- ☐ Community Education Committees (Such as PTAs, SMCs)
- ☐ Local NGOs or Religious Groups
- ☐ International NGOs or UN Agencies
- ☐ Other (Please Specify)

F) Community Participation

24. IF YOU HAVE A SCHOOL MANAGEMENT COMMITTEE, WHAT IS YOUR EVALUATION OF ITS LEVEL OF ACTIVITY?

- ☐ Very Active
- ☐ Somewhat Active
- ☐ Limited Activity
- ☐ Existing but Not Active
- ☐ Not Existing

25. WHAT ACTIONS HAS THE SCHOOL OR LOCAL COMMUNITY ALREADY UNDERTAKEN TO ADDRESS THE CRISIS? (CHECK ALL THAT APPLY.)

- ☐ Repairing Damaged School Buildings or Facilities
- ☐ Establishing Temporary Spaces for Learning
- ☐ Ensuring Safety of Children and Teachers
- ☐ Providing School Materials
- ☐ Psychosocial Support for Teachers and Students
- ☐ School Feeding
- ☐ Other (Please Specify)

G) Deaths and Injuries

	Deaths	Disabling Injuries	Temporary injuries
Students			
Teachers and Staff			

H) Cost of Damage

Area	% of Area Affected	Cost to Repair or Replace
Structures		
Classrooms		
Student Dormitory		
Teacher Dormitory		
Library		
Latrines		
Handwashing		
Kitchen		
Storage Area		
Roof		
Fence		
Contents		
Teacher Desks/Chairs		
Student Desks/Chairs		
Bookcases/Storage Cabinets		
Blackboard		
Computer		
Printer		
Textbooks		
Teacher Books		
Office and Classroom Supplies		
Other		

FORM #23. PSYCHOSOCIAL SUPPORT BRIEF

Normal Reactions to Abnormal Conditions

These are natural reactions to the experience of hazard impacts. Once their basic needs are met, and developmental opportunities are restored, most children will return to their prior behaviours and level of functioning. Children with a past exposure to trauma, history of anxiety, or history of family adversity are more likely to develop long-term symptoms. If a child is exhibiting several of the above symptoms for a prolonged period of time (6 months +) the help of a medical professional should be sought.

AGE GROUP	NORMAL REACTIONS TO GRIEF, LOSS, AND ABNORMAL CONDITIONS
Preschool Children (0-5 Years)	• Sleeping and eating problems • Temper tantrums and irritability • Being defiant, frequently saying “no!” • Getting upset over small injuries • Being afraid the disaster will happen again • Separation anxiety • Increased fearfulness • Being less active or playful than usual • Acting quiet or withdrawn • A return to bed wetting, thumb sucking or earlier behaviors • Asking questions over and over again, sometimes about small details of what happened
Young Children (6-12 Years)	• Clinging to parents/guardians • Fearful of going to school • Fatigue from sleep difficulties or nightmares • Change in eating habits • Difficulty concentrating and staying on task • Poor school performance • Aggressive behavior, fighting • Anxiety, crying spells, sadness and grief • Physical aches and pains • Regression – acting like a younger child • Feeling guilty, or to blame • Withdrawal from peers • Losing interest in usual activities
Adolescents (13-16 Years)	• Preoccupation with the disaster • Feeling helpless or powerless • Being judgmental and critical of adults • Extreme mood swings • Anxiety, nervousness • Acting invincible • Risk-taking behaviors (drugs, alcohol, sex) • Changes in sleeping or eating habits • Acting irritable and easily agitated • Physical aches and pains • Loss of interest in usual activities • Withdrawn from friends, cautious of others and fearful of the future

In summary, at school you may see children experiencing:

- **Grief and loss.** Do not pressure a child to grieve in a certain way. Support children in the participation of cultural activities that will help them to process their loss.
- **Guilt or shame.** A child may experience survivor guilt if others have died during the disaster or as a result for their inability to. Some young children may take on a sense of responsibility that their own actions have somehow caused the disaster.
- **Confusion and uncertainty.** Children thrive on predictability and structure that are disrupted by disaster. Children also need to be part of the solution. Getting back to school and regular routines, and participating in recovery efforts will help a great deal to overcome this.
- **Fear and anxiety.** Sometimes fears will persist for many weeks after a disaster, despite no longer being in any physical danger. Do not dismiss their fears, instead work to help them regain their sense of security.
- **Reluctance to separate from caregivers.** Children may be fearful of loss, or want to receive or give care.
- **Decrease in school attendance** (esp. when conditions are similar to the disaster.
- **Unusual outbursts.** Tears, stress, irritability, or anger expressed in the classroom.
- **Difficulty concentrating on regular classroom tasks** and activities or decline in performance
- **Somatic problems.** Tiredness, stomach-aches or headaches.
- **Depression.** A loss of interest in activities they previously enjoyed.

WHAT TEACHERS CAN DO

As educators you can play an important role in helping your students process and understand the events and consequences of a disaster. Post-disaster psychosocial support activities are intended to promote creativity, discussion, safe sharing, reflection, confidence and self esteem through problem solving. They most effective when they are delivered by people that children already know, allowing for familiarity and continuity. When possible, each teacher should be responsible for implementing the suggested activities with their own class. The most important things you can do are to:

- **Support** children as they process the events of the disaster.
- **Validate** any fears, concerns and negative emotions children may share.
- **Facilitate** the return to normalcy and a consistent routine.

This will help to ***develop resiliency, through empowerment.***

Helping requires creativity, flexibility and adaptability. Some of the things you can do to help are:

- **Establish safety and control:** have a supervised place where students can go to receive support, or just sit quietly as needed, increase children's sense of control and mastery by letting them make choices that affect their day, and help in planning activities, be available to talk one-on-one with your students and let them know you are there to listen.
- **Set up routine and normalcy:** maintain classroom routines, create opportunities for pee support through work and play, plan activities, rituals and celebrations to look forward to, give students opportunities to engage in conversations of their choosing (not only about the disaster).
- **Greet each child warmly each day.** Spend time with each child every day, this may include stopping by each child's desk for a short talk during work time or speaking with each child during break. Value each child.
- **Reduce stressful situations** from your classroom and routines. Shortly after the disaster it is not helpful to have tests or exams that may heighten the student's anxiety.
- **Be honest and age appropriate** in your responses to children's questions. Falsely minimizing the disaster will not end a child's concern. Honest and age appropriate answers will help to minimise a child's confusion and can help to restore their sense of security.
- **Support the children by listening** to them should they choose to share their feelings or experiences. Reflecting what students say to validate their feelings and experiences, discuss some of the normal thoughts and feelings they may be experiencing, help them to be compassionate with each other and themselves as they face new and difficult emotions, reassure students that they are safe at school and that their parents, guardians and other adults will take care of them.

- **Do not pressure students to speak** about their experiences or emotions. However, if a child chooses to share their feelings you should be prepared to listen.
- **Acknowledge and validate feelings** that are shared. Never minimise or dismiss an emotion that a child may experience post-disaster. There are no 'wrong' feelings.
- **Help children move toward positive action**: help them reframe despair by focusing on positive things, encourage positive coping methods for stress and fears, identifying things that have helped them in the past, encourage students to participate in recovery activities (safely).
- **Help children to understand and learn from disasters**: learn about hazards, risk reduction, safety and preparedness.
- **Encourage creativity**: using arts to help children express their emotions.
- **Where appropriate, discuss with the child's parents any impact the disaster may have had on the family**. This may help you to understand the child's experience, their new behaviours and emotions.

AGE-APPROPRIATE ACTIVITIES

A disaster can, among other things, pause a child's natural inclination towards play. Playing is a tool that children often use to make sense of the world around them. It is an important part of child development and learning.

For young children:

- Encourage children in **free-play**. Give time and space for them to play out their own narrative.
- Encourage them to participate in **sport activities and games** on their break.
- Encourage **dancing and singing.** The use of traditional songs and dances can be especially comforting and familiar for young children.
- Encourage **role play games**.
- Encourage their return to being a child. **Laughter, running and jumping!**

For older children and youth, do engage them in action-oriented activities. Tasks that result in a sense of accomplishment or responsibility are very helpful in healing.

- **School ground clean-up.** When it is safe and appropriate to do so, have the older students organise a clean-up of the school grounds. Encourage the older students to take the lead and organize the younger students.
- **Create a buddy-system** in the school where older students are paired with younger students for support.
- ***Safety Campaign.*** Have the older students come together to brainstorm ways to stay safe after a disaster. (Ex. Empty out containers that have filled with water. Don't play in the river as it is too full and fast right now. Wash your hands.) Working in groups encourage the students to create large posters with pictures displaying their messages. Have the students place the posters throughout the classrooms for students to see.

TAKING CARE OF THE CARE-GIVERS

Being well-prepared yourself will contribute to your ability to feel confident and competent in the event of an emergency or disaster. However, adults too can feel these psychosocial effects. As educators who will be helping children to heal, it is important that you take time for yourself to process and understand the event.

Here are some ideas for self-care after a disaster:

- Connect with others. Connect with other teachers who share your experience. Discuss ideas and offer support to one another.
- Look after your health. After a disaster it is not uncommon for people to become ill. Illness can come as a side effect of the disaster (exposure to dirty water) or from reduced immunity as a result of increased stress. Recognise when you are feeling unwell or tired. Rest and participate in activities that you enjoy.

- Ask for help. If you are having a hard time recovering after the disaster, ask for help. Whether you need assistance with managing your classes or help restoring your home; turn to your community for support. You are not alone and similarly to the students who will require your support, you may require the support of others.

REFERRALS FOR PROFESSIONAL SUPPORT

Most children will steadily improve and bounce back within a few months. However, many may be vulnerable to longer-term impacts, especially those exposed to death or threat of death, and as a result of previous trauma. Where symptoms do not get better, or where there is aggressive or self-destructive behavior, be sure to seek a referral for professional support services to help with losses, trauma, or grief.

PARTICIPATORY SCHOOL DISASTER MANAGEMENT TOOLKIT

PART III. STUDENT AND COMMUNITY PARTICIPATORY ACTIVITIES

PART III. STUDENT & COMMUNITY PARTICIPATORY ACTIVITIES

CONSIDERATIONS FOR INCLUSION

It is important, of course that *all* children are included in these activities, and that none are left out because of their abilities, language, gender, or size.

Here are some questions to help you to make sure that you are including children with a full range of functional, access, and communication needs.

SAFETY, ACCESSIBILITY, AND SUPPORT CONSIDERATIONS

ALL FUNCTIONAL NEEDS:

- In case of emergency, and in relation to standard operating procedures and safety rules, has each person (and parents/guardians) discussed the help they need?
- During unexpected situations like hazard impacts and drills, are there plenty of people who have learned how, and are ready to provide the individual support needed, without prompting?
- Are visual, tactile, and auditory cues used to convey safety information?
- Are hands-on 3-D models, and live demonstrations used to communicate all of the important safety information needed for disasters and emergencies?
- Does everyone practice drills regularly?
- Are you sure that danger information and safety procedures are well understood?

MOBILITY IMPAIRMENTS

- Are exit pathways clear?
- Are ramps available where needed?
- Are evacuation routes accessible?
- Are activity locations accessible?
- Are accessible and inaccessible located in hazard and capacity-mapping?

VISUAL IMPAIRMENTS

- Can listeners understand explanations, and warnings, without seeing (e.g.. with loudspeaker, and spoken words)?
- Are there auditory and tactile cues provided as well as visual warnings (e.g.. raised signage)?
- Are individuals oriented and able to navigate around hazards, under normal conditions?

HEARING IMPAIRMENTS

- Can viewers understand explanations, without hearing (e.g.. sign language, demonstration)?
- Are there visual cues provided as well as auditory warnings (e.g.. flashing lights, waving arms)?

COGNITIVE IMPAIRMENTS

- Are explanations provided slowly, and in simple straightforward language, with repetition and checking for understanding?
- Are frequent practice and regular repetition used to develop proficiency in standard operating procedures?

COMMUNICATION BARRIERS

- Are instructional and communication programs and materials made available in the languages that both children and parents understand?

GIRLS AND BOYS

- Are cultural, physical, social division of labour, skills, expectations and norms taken into consideration in making sure that everyone knows how to be safe?

STEP 1 – KNOWING OUR DANGERS

ALL SCHOOL ASSEMBLY

Subjects:	Language Arts	Science and Mathematics	Fine Arts & Performing Arts
	Life Skills	Social Studies, History, Geography	After school Clubs
Year Level:	Early Childhood	Early Primary	Late Primary
	Early Secondary	Late Secondary	

Purpose

To engage students and teachers in active participation in School Disaster Management/School Safety program this year.

Learning Outcomes

To introduce the importance of dangers and safety, the range of natural and human-induced hazards, and the idea that we can become safer through learning, problem-solving and taking many small steps together.

Materials and Preparation

Head Teacher, School Principal, or Chair of School Safety Committee should be prepared to lead this Assembly. Leadership makes all the difference!

- Set up School Safety Bulletin Board with a nice banner or label
- A set of Hazard pages with pictures of the main natural or human hazards faced in your country (identified by your national disaster management organizations) (add some blank sheets for additional hazards identified by children).
- The "Danger" mini-poster attached to this lesson
- Draw a comic face with a black marker pen onto a fresh egg. (This is Eggbert!)
- Have a bowl near by (so as not to waste the egg!)
- If possible, have a motorcycle helmet or hard hat.

Steps

1. **Explain that keeping safe is very important** and that this school year you will be starting a new program to involve all students, all teachers, and staff, and hopefully many other community members in School Disaster and Emergency Management, to help to make your school and community safer from natural and human-caused hazards. Explain that you're going to have 6 special assemblies. The first one is about **Knowing Our Dangers**. Between assemblies, teachers and after school club leaders are going to have a lot of fun and important activities to involve them in helping to make school safer. Disaster risk reduction is all accomplished through a series of small steps that we will take together.
2. Discuss that when we know about dangers, we can do something about them, and we can be much safer. (If possible, use a motorcycle helmet as an example of a way to protect against one kind of danger. Ask the children why it is so important. Choose a younger child to come out and wear it. Stress that this hat protects the brain, which we all have inside our skills and helps us to think!
3. Show Eggbert – one of those characters who thinks he knows best, doesn't pay any attention to dangers, and thinks the rules don't apply to him! He is riding a motorbike too fast and without a helmet. Ask another younger child to come and help drop Eggbert into the bowl. Oh dear! Poor Eggbert! His head is smashed and we cannot put him together again! Ask your helpers to sit down.

4. Show the **Danger! Mini-poster** and ask students to read the important word at the top: **DANGER!** and make sure that they can recognize and read it. Explain that unfortunately there are many dangers in the world and they don't usually have a sign on them. (You can ask for examples of when they do, like road signs). Have a light-hearted discussion about the ideas in it. Ask students if they usually think of a banana as dangerous? (usually, not!) How about rain? Or wind? No – these are natural and necessary, but sometimes they do become dangerous. If a banana peel is left on the floor and a blind person (or an elderly person, or a young person, or just someone not paying attention) walks onto it, they can slip and hurt themselves. That banana peel on the floor is called a risk. But the good thing is that risks can be reduced! How would you do that? Outlaw bananas?! – no :-) But there are some things that you could do: put up a warning sign...put the banana peel into the trash or compost...create a path around the banana peel. **Disaster risk reduction is about knowing what things we cannot change, problem-solving, and working together to change the things that we can change.**
5. Remind students that we have a beautiful country, but that sometimes the weather turns bad, the earth behaves unpredictably, or human beings have done something that causes dangers. **Ask students:** "What are the hazards that we face? (Possible Answers: crossing the road, getting sick from not washing hands properly or drinking unclean water, fire, malaria,, mosquitos, flood, typhoon, and earthquake... **Each time** one of the key hazards is identified hand the hazard sheet to one student to hold up for all to see.
6. **Ask students holding the hazards** up to spread out and go to one that they are interested in learning more about (encourage at least a small group for each) and to discuss what some impacts of these hazards can be. After a couple of minutes ask what they think can be done to minimize some of these impacts. Ask older students to be sure to ask the younger students what they think. Ask for students to share one example from each group. **Encourage and congratulate** students on their knowledge and ideas.
7. Have students play **a quick game to IDENTIFY** and **CATEGORIZE** the hazards. Point to the 4 corners of the assembly area and the middle and ask students to find one person and divide themselves roughly equally in the 5 areas. Then assign one element to each corner: Earth, Fire, Air, Water, and Human & Animal to the middle. Ask students to name the kinds of hazards associated with these categories. After a couple of minutes of discussion, have students share the responses: **EARTH** (earthquake, volcanic eruption, landslide) **AIR** (cyclone, wind storm, lightning strike), **FIRE** (wildfire, house fire) and **WATER** (floods and heavy rains, drought, cyclones/hurricanes/typhoons), **HUMAN & ANIMAL** (climate change, malaria, dengue, agricultural pests, epidemics/pandemics, chemical spills, nuclear spills, unexploded ordinance). Some hazards can come up in more than one category.
8. Finish by explaining that in the next month, the students and staff assignment both in class and through after school activities will be to learn as much as possible about the hazards that we face, and what can be done about them. The findings will be shared at the ***next assembly*** (which may be a 2-5 hour community event!) where the information gathered will help to create a map, and a picture of all the hazards we face and the many things that can be done to make our school and community safer from these hazards.

STEP 1 – KNOWING OUR DANGERS

NATURAL HAZARDS & HUMAN MADE RISKS

Subjects:	Language Arts	Science and Mathematics	Fine Arts & Performing Arts
	Life Skills	Social Studies, History, Geography	After school Clubs
Year Level:	Early Childhood	Early Primary	Late Primary
	Early Secondary	Late Secondary	

Purpose

To allow students to distinguish between hazards that *cannot be avoided, and risks that can be reduced.*

Learning Outcomes

- Understand the concepts of 'hazard' and 'natural hazard'
- Develop discussion (speaking and listening) skills

Materials and Preparation

- Piece of paper and pencil for each pair of pupils
- Blackboard and chalk
- A set of 8-12 numbered photographs showing hazards in your country. Place these around the room, in advance.

Steps

1. Discuss the meaning of hazard and risk (15 mins)
   - Have students form pairs, sitting on chairs or on the floor and facing each other. Ask everyone to quietly think of times when they have done something risky which might have led to them being harmed in one way or another, or losing something valuable
   - Ask pairs to take a few turns telling their stories to each other, and also describing the feelings they had when they took risk. You may have children who don't want to share about dangers. Get them to think about what would happen if they leaned back on the chair (NOTE: They are not to act this out, just think through). How would they feel the further they lent back? The further the chair leans, the bigger the RISK! So risk is the likelihood of something occurring through action or inaction.
   - Bring the pupils together and encourage them to share their thoughts: Are risks something to welcome? Or, something to be avoided? Or both?
   - Explain that 'hazard' is a word used for something that brings danger. 'Natural' hazards are some of the things that nature brings. Most of these we cannot change, like the wind blowing, the earth shaking, the rain falling.
   - Ask students to call out examples of 'natural hazards', and write them on the board. Discuss which they think are the most serious natural hazards facing the country, and underline these.
   - Explain that although the 'chances' of hazards is not fully known, and although there may not be much we can do to change hazards, we don't actually live a game of chance. Because we have brains and can solve problems, there is actually a lot that we can do.
2. Hazard and Risk Picture Gallery (20 mins)
   - Ask the pupils to form pairs and take a tour around the picture gallery and to discuss (1) what dangers can they see
   - Then ask pairs to say which photograph they found most concerning and most wanting to take action. Hold up photographs as they are raised in discussion so all the class can see. Encourage lively (but respectful) exchanges of opinion and argument between pairs at all times.
   - Ask what questions these raise and suggest that over the next few weeks students seek answers to their questions by talking with parents, community members, and visiting experts.

Evaluation

Make note of the hazards that cause the most concerns, and record the students' questions. Return to this in a few weeks to ask students if their understanding has increased, if their questions have been answered, and if they feel that steps are underway to become safer.

Adapted from: Save the Children (2012). DRR & Climate Change Education in Vanuatu: Pilot Curriculum Materials, Teachers' Guide, Evaluation Instruments.

		EARTHQUAKE
		FIRE
		LANDSLIDE
Note: Collect National Examples		VOLCANO
		TSUNAMI

Note: Collect National Examples		CYCLONE/ HURRICANE/ TYPHOON
		FLOOD
		LIGHTNING
		HAIL STORM
		DROUGHT

		PEST INFESTATION
Note: Collect National Examples		PANDEMIC
		HAZARDOUS MATERIALS RELEASE
		UNEXPLODED ORDNANCE
		CONFLICT/ VIOLENCE

STEP 1 – KNOWING OUR DANGERS

HAZARDS CALENDAR

Subjects:	Language Arts	Science and Mathematics	Fine Arts & Performing Arts
	Life Skills	Social Studies, History, Geography	After school Clubs
Year Level:	Early Childhood	Early Primary	Late Primary
	Early Secondary	Late Secondary	

Purpose

To consider the various dangers that children encounter, that would prevent them from attending school, and when these might occur.

Learning Outcomes

- Understanding climate and other risks, and when they can happen.
- Understanding the wide range of threats to attendance at school and which of these could happen any time.

Materials and Preparation

- Paper and pencils
- (Traditional hazards calendar if this exists)

Steps

1. Divide the class into groups of four.
2. Explain to students that their task as a group is to make a list of all of the dangers that they can think of that might cause them harm, and in which months these could occur.
3. Have students combine their work with one large label for each danger. Group the list of dangers into: Fire, Water, Wind, Earth, Biological, Other (e.g.. road accidents)
4. Have students divide up to illustrate each and every danger. Under each illustration, ask students to add a 12-month bar chart beneath, and shade in the months that it is likely to occur (Note: Some can happen any time (earthquakes, pandemics etc.) and some are seasonal (e.g.. flood/cyclone)
5. Older students can collate this data into a chart like the Hazards Calendar in the planning section.

Note: Ask students to incorporate as much local wisdom as they can. Are there any expressions that warn about dangers or hazards? If there is a traditional hazards calendar, or if indigenous languages give clues to hazards, be sure to ask think about these and incorporate this into your calendar.

Evaluation

Have students combine their efforts, and present their calendars in an assembly, inviting fellow students and community members to comment and contribute.

MONTHS	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
HAZARD A												
HAZARD B												

STEP 1 – KNOWING OUR DANGERS

LEARNING FROM PAST DISASTERS

Subjects:	Language Arts	Science and Mathematics	Fine Arts & Performing Arts
	Life Skills	Social Studies, History, Geography	After school Clubs
Year Level:	Early Childhood	Early Primary	Late Primary
	Early Secondary	Late Secondary	

Purpose

To research and to learn lessons from past disasters in our country and area.

Learning Outcomes

- Understanding the experience of disasters in the past, and lessons to be learned.
- Having an understanding of the impacts of at least two hazards in the country.
- Developing and practicing research and communication skills.
- Enhancing text reading and interpretation skills (older children).

Materials and Preparation

- Paper, pencils/pens, coloured pencils, crayons
- Compilation of newspaper articles about past disaster impacts: **Disasters in the News [Replace with Adapted Content)**

Steps

PART 1 – STUDENT PREPARATION

1. Ask students if they have experienced or heard about the impact of any natural or human-caused hazards in your country / area? What have they heard about? From whom? Where could they learn more? Everyone is going to do some research so that together we can learn from the past.
2. Explain that this is going to have three parts. The first part is for preparation, the second part is homework, and the third part is oral presentations and discussions in class.
3. Students should start in groups of 3 to discuss think about who they can ask and interview (parents, neighbours, school staff)
4. Next, students should discuss what questions they would like to ask their interviewees. If children can read, use the "Disasters in the News" handout for some ideas. Examples: Have you experienced a disaster? Which one? What happened? How were people affected? What might be done in future to reduce these dangers?

PART 2 – HOMEWORK

5. Ask students to try to conduct interviews with at least 2 people, and see what they can learn that could help us be safer from future hazard impacts. Ask students to prepare a story on "Diary of a Survivor". This can be through pictures, illustrations, and/or written story. Ask all students to be sure to mention at the end, what we have learned to make things less dangerous and to reduce suffering before the next hazard impact? (If you will have sufficient time, tell upper primary and secondary students that when they come back, they are going to create the front page of a newspaper with "Lessons Learned" from one of the disasters.

PART 3 – REPORTING BACK

6. When students return, group them by the disaster event, and ask them to discuss their findings, and choose one or two students to report back on the findings of the whole group.
7. For older students, and with an extra hour, have students imagine that they are a newspaper team preparing the front page of a newspaper a week or so after the event they have been studying.
   - Remind them what is usually on a front page: the name of the paper, a big headline, main story with picture, side stories with pictures, a comment by the editor
   - They need to agree on the stories and pictures and decide who will prepare what, and how much space each will take. The parts can be written and drawn on smaller pieces of paper and stuck on the big one when finished.
   - Emphasize that their front page should weave in the topics looked at earlier: What Happened? How People Were Affected, What Might Be Done in Future to Lessen the Danger from Hazard?
   - Have students present their front page to the group and read the articles.

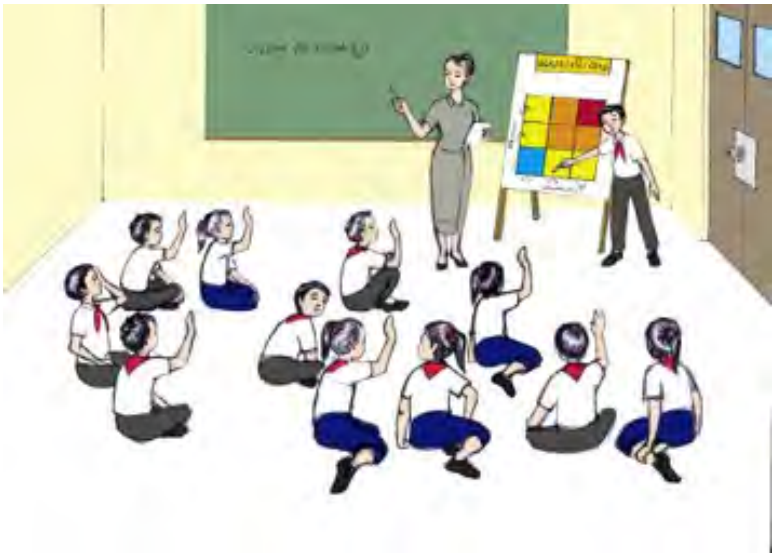
Evaluation

Collect and display student work in classroom or School Bulletin Board. Keep a separate record of the lessons learned and the good ideas to return to when it comes time to discuss what to do to reduce disaster risks in schools.

STEP 1 – KNOWING OUR DANGERS

RISK MATRIX

Subjects:	Language Arts	Science and Mathematics	Fine Arts & Performing Arts
	Life Skills	Social Studies, History, Geography	After school Clubs
Year Level:	Early Childhood	Early Primary	Late Primary
	Early Secondary	Late Secondary	



Purpose

To identify the natural and human-made hazards that could affect your school and community.

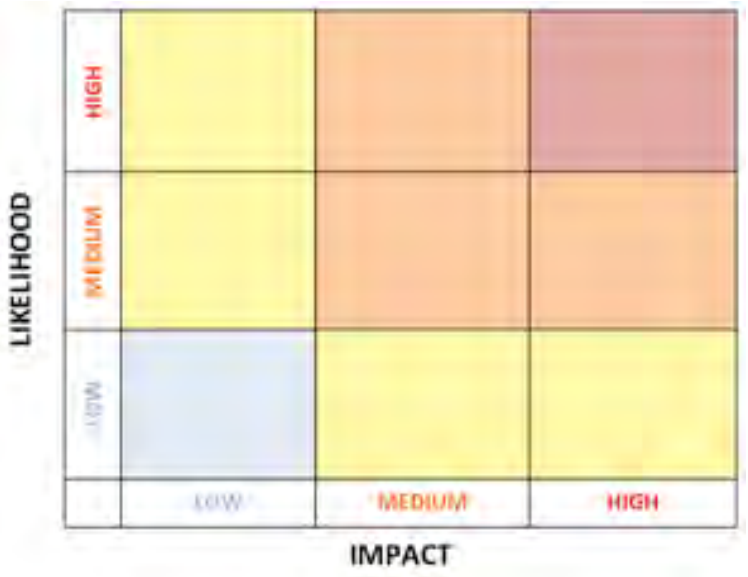
Learning Outcomes

- To be able to rate the relative dangers and to decide which ones you will address in your school safety plan.

Materials and Preparation

- Draw a large 3 x 3 matrix on the board and label it like the one on the right.

Risk Assessment Matrix



Steps

1. Discuss with students which of the hazards below they think that your school community may face, whether of ‘natural’ and/or ‘man-made’ origin. Write the ones they select up on the board.
2. Discuss the ideas of likelihood of occurrence and potential impact of occurrence. You can think of likelihood as whether it would happen sometime while students are attending school between Kindergarten and graduation. Remind students not to confuse ‘likelihood’ with frequency of occurrence. (For example, if you live in a high seismic risk zone then even if a very strong earthquake is infrequent, it may still be very likely!). In discussing impact, have students think about and share ideas about of human, physical, social and cultural, economic, environmental, psychosocial damage and educational disruption (adjusted to age level)

- Earthquake
- Flood
- Fire
- Extreme Cold
- Wind storm
- Hurricane/Cyclone/Typhoon
- Tornado
- Hail storm
- Lightning
- Heat wave
- Drought
- Water shortage
- Power shortage
- Pandemic (e.g.. HIV/AIDS, influenza, avian flu)
- Illness / Epidemic
- Food poisoning
- Landslide / debris flow
- Volcano
- Hazardous materials release
- Transportation Accident
- (e.g. train, ship, highway)
- Food shortage
- Pest infestation
- Playground accident
- Road accident
- Student fight
- Student with weapon
- Student suicide or attempt
- Armed intruder
- Air-strike
- Sniper
- Civil unrest
- Terrorism
- Unexploded ordinance
- Dengue
- Malaria
- Other (specify)

3. For each hazard written up on the board, have a student ready to point and write in the square, based on class discussion. When the class decides how likely the hazard is (High, Medium, Low) the student will point to that level in the left hand column, and while their finger is still there, ask the class what they think the severity of impact could be (High, Medium, Low), and the student should slide their finger to the square that that shows the decision on both axes. Ask the student to write the name of the hazard in that square. If you think that students have gotten this very wrong, discuss details to help them understand and revise their thinking.
4. At the end of the discussion let the students know that you will follow this up next time to learn more about these dangers and how to reduce them.

Adaptations

For younger children select those hazards that you do face and just a couple that you don’t face. Instead of the matrix, just use three columns to rate them as No Danger / Small Danger / Large Danger.

Evaluation

Transcribe the matrix or the list in 3 columns from your class, and ask a group of older children, or you School Safety Committee to compare the assessments and see if there is accuracy, and rough agreement about the dangers. This then becomes the foundation for future lessons and planning. Be able to report on this in your School Safety Plan.

STEP 1 – KNOWING OUR DANGERS

SCHOOL GROUNDS SURVEY & MAPPING

Subjects:	Language Arts	Science and Mathematics	Fine Arts & Performing Arts
	Life Skills	Social Studies, History, Geography	After school Clubs
Year Level:	Early Childhood	Early Primary	Late Primary
	Early Secondary	Late Secondary	

Purpose

To involve children in leading the creation of a school grounds risk and resource map to raise awareness about hazards, vulnerabilities and capacities in the school, and to engaging in awareness and risk reduction.

Learning Outcomes

- To learn to identify natural and human-caused hazards (dangers, risks, weaknesses)
- To learn to identify resources and capacities for risk reduction and recovery.

Materials and Preparation

- A map of the school grounds, if one exists
- School-based Self-Assessment Survey, Parts A, B, C, D, E.

Steps

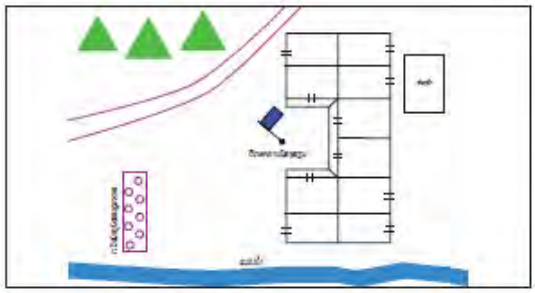
SURVEY ACTIVITIES

1. Assign small groups of children to work in teams to research and complete each of the Survey sections attached 'School Grounds Survey' Part 1 and Part 2. Ask them to share their findings with the larger group.
2. Ask older students to summarize the findings in the form of a report to be added to the School Disaster Management Plan.

MAPPING ACTIVITIES

If there is a school grounds map, take a look at it. If there is no such map, have older children create a map of the school grounds (This can be done in math and science classes, introducing various forms of measuring and creating drawings to scale, or it can be done conceptually, and refined together). Explain a bird's eye view, which looks at space from above.

1. Ask children if they've seen any maps? Hold an open discussion about what maps can show, what scale they can be, and what kinds of information they can show.



2. Introduce the idea of using a map to show how various natural and human-induced hazards might affect your school. What are the dangers and weak areas, and resources and capacities that would come in handy in case of the various natural and human-induced hazards that could affect your school.
3. Ask students to work in groups to produce school grounds and building maps. Share with children the types of vulnerabilities and resources to be marked:

- Entrances and exits
- Emergency assembly area
- Gas cylinder location(s)
- Electricity shut off location(s)
- Water shut off location(s)
- Building evacuation routes
- Building dangers
- Overhead dangers
- Hazardous materials storage
- Emergency Exit Routes
- School emergency supplies
- Fire suppression equipment (example: sand)
- First Aid staging area
- Fire Extinguishers
- Generator

4. Share maps with other classes, and post in visible places.

Evaluation

Ask for feedback on the maps, and observe whether they are used to help in observing the school environment and improving safety conditions.

STEP 1 – KNOWING OUR DANGERS

COMMUNITY WALK, SURVEY & MAPPING

Subjects:	Language Arts	Science and Mathematics	Fine Arts & Performing Arts
	Life Skills	Social Studies, History, Geography	After school Clubs
Year Level:	Early Childhood	Early Primary	Late Primary
	Early Secondary	Late Secondary	

Purpose

To involve children in leading in the creation of a community risk and resource map to raise awareness about hazards, vulnerabilities and capacities in the community, and to engaging in awareness and risk reduction.

Learning Outcomes

- Identifying natural and human-caused hazards (dangers, risks, weaknesses) in the local environment
- Identifying resources and capacities for risk reduction and recovery in the local environment
- Enhancing ability to gather, analyse, and communicate information.

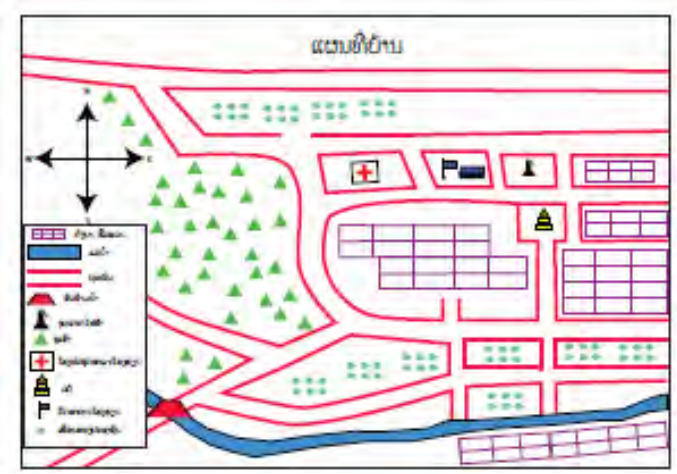
Materials and Preparation

- Community Walk Survey sections attached: SURVEY THE AREA, and SURVEY ACCESS TO SCHOOL.
- A map of your community, if one exists. If possible, download a street map from Google Maps that you can trace to get started.

Steps

STAGE 1: This can be done in class, or in an afterschool club.

1. Ask children if they've seen any maps? Hold an open discussion about what information maps can show, and what scale they can be.



2. Introduce the idea of developing a map to show how natural and human-induced hazards might affect your community. Each group of children should focus on one set of hazards faced (Group 1) hydro-meteorological: cyclone, flood (group 2) geophysical: earthquake, landslide, tsunami, volcano) (Group 3) Technological, biological, others.
3. This way they will be better able to see and understand the dangers, safe evacuation routes and safe havens, and also resources for safety and health.
4. The first map will be a paper draft, based on information they already have. Research (community walk) will let them improve on the information. Then working together with the local community and/or disaster management committees they can transfer the information to a more permanent form, painted on wood, or made into a 3-D model.
5. Have student form groups of four or five and give each group a big sheet of paper and different colour markers.
6. Ask students to decide how big an area will the map cover (around the school), and start by making a plain paper, map or traced map and show: (1) geographical information (e.g. rivers, ponds, mountains/hills, beaches, crop fields, plantations) (2) key buildings and infrastructures (e.g. schools, hospitals/ health centres, roads, bridges, churches, water facilities, shops). (3) four directions (north, south, west, east).
7. Explain a bird's eye view, which looks at space from above.
8. Once groups finish drawing, ask each group to mark up the areas where natural hazards (e.g. earthquakes, tidal waves, flooding, cyclones, droughts, landslides) caused damages before.
9. Discuss map colours, recognizable symbols and legends, and how to mark maps clearly. (The colours used to identify different levels of risk are usually: red – very risky, orange or yellow – moderate risk, green – low risk
10. After marking in the areas, ask each group to pin their own maps on the classroom wall (or display them on the tables or floor) and invite them to walk around to investigate each other's maps
11. After the viewing, ask each group to briefly speak about their map and share what they have learned from examining other group's maps. Hold a class discussion.

STAGE 2: This can be done as a field trip, and/or as part of an open assembly for the whole community, arranging in advance for conversations and guidance from local community leaders and other stakeholders).

1. Explain that you will be doing a community walk of the area to do some research and to collect more information for your map. Explain to pupils that they are to have a village walk with community members in order to learn more about their local environment. Students can stay in the same group as for Stage 1.
2. Have students review the 'community walk survey form' to work up a list of questions to ask on their community walk.

Examples are:

- What are the land and road conditions like in the area we are visiting (dry, muddy, slippery, flat, steep).
- Are any of these areas dangerous for any reason?
- How close is this area to the riverbank?
- Where are water sources, health centres, community or religious facilities, and other key facilities?
- Are there designated shelters or evaluation routes if these hazards exist?

3. Also develop questions to ask people along the way, or at destinations: E.g.. "What could you do to help the school/neighbourhood in a disaster?" and "What can the school do to reduce its own risks and help the community?" Invite parents to assist in organizing walking tours and visits to local resource sites. At least 1 parent/supervisor per 10 children is advised.
4. After collecting their information on their survey form, students can create one large map of the hazards and resources they have found. Ask students to identify any areas on the map that are particularly exposed to danger or lacking in resources.
5. When you get back have the groups come together to combine this information with the map created earlier. In small groups, have students and community members ask each other questions and share information, and identify questions that remain unanswered. Ask for volunteers who will present their findings in an all-school or open school-community assembly.
6. Display your map for the whole school to see, and develop a plan for updating it at least once a year.

Evaluation

Document whether people refer to the map and use it. Is it helpful when it comes to school community risk reduction planning? Check to see whether students are familiar with the important features on the map, and whether they learn it to use new information. Do children comment on the accuracy of the map and propose change to it? These are all signs of an effective activity.

COMMUNITY WALK SURVEY FORM

SURVEY THE AREA

The School is located near or is adjacent to	**Yes**	**No**
IF THE ANSWER TO ANY OF THESE IS 'YES,' These can be a problem		
Small stockbreeding/farming area		
Swampy area/marsh		
River		
Industrial area		
Minefield		
Dam or Dyke		
Main Road		
Mountain/sleep slopes		
Forest		
Open grasslands		
Suggestions to address each of the problems, by reducing risks:		

SURVEY ACCESS TO SCHOOL

Dangers on the way to the school:	**Yes**	**No**
IF THE ANSWER TO ANY OF THESE IS 'YES,' These can be a problem		
Do children walk to school on roads used by cars (as opposed to pedestrian walkways)?		
Are the roads unsafe, with a history of accidents or speeding vehicles?		
Are there missing, unstable, or unusable bridges?		
Trees, boulders, stones or any other unstable elements that could fall suddenly?		
Are there unsafe power lines and poles near the school?		
Are there areas on the way to school that become flooded?		
Are there unstable mountains, hill sides or slopes?		
IF THE ANSWER TO ANY OF THESE IS 'NO,' These can be a problem		
Are pedestrians easily visible when walking along the road?		
Are roads accessible to school in case of emergency?		
Are evacuation routes to safe havens well marked?		
Is the way to school safe for girls?		
Is the way to school safe/accessible for persons with disabilities?		
Suggestions to address each of the problems, by reducing risks:		

SURVEY OF HAZARDS & VULNERABILITIES/RESOURCES

Locate and mark any of these on your map. This list is not exhaustive. You may think of many other hazards.

HAZARDS & VULNERABILITIES

- Roads (include type and relative width)
- Bridges
- Rivers
- Flood zones
- Steep slopes / landslide areas
- Very tall, old, or unstable trees
- Deforested areas
- Earthquake fault lines & seismic zones
- Factories
- Hazardous materials storage or sales locations
- Overhanging power lines
- Sources of fire
- Buildings located in unsafe places
- Poorly constructed buildings
- Poorly maintained buildings
- Buildings with high concentrations of very young children, older people, or people with disabilities
- Unsafe roads

RESOURCES & CAPACITIES

- Evacuation routes
- Storm shelters and safe havens
- Police station
- Fire station / fire suppression equipment
- Health Centre
- Water sources
- Food sources
- People with special skills/Community leaders
- Search and rescue equipment (ladder, levers, work gloves, shovel, buckets)
- Shelter supplies
- Generator

STEP 1 – KNOWING OUR DANGERS

MESSAGES IN SONGS, STORYTELLING & GAMES

Subjects:	Language Arts	Science and Mathematics	Fine Arts & Performing Arts
	Life Skills	Social Studies, History, Geography	After school Clubs
Year Level:	Early Childhood	Early Primary	Late Primary
	Early Secondary	Late Secondary	

Purpose

To learn Key Messages for Disaster Risk Reduction and make them our own.

Learning Outcomes

- Better understanding and memorability of action needed for all-hazards household disaster risk reduction and preparedness, and for specific-hazards related actions.
- Developing skills in Song-writing
- Developing skills in Game-designing
- Developing skills in Storytelling and story-writing.

Materials and Preparation

For each activity you will need one copy of Key Messages for Disaster Risk Reduction for Households and Families.

Steps

There are three different activities. They can each be conducted either by a whole class, or by a couple of classes working together, or throughout the school, and they can be done in teams and based on themes. Use the "All Hazards Household and Family Disaster Planning" – based on the Key Messages that are common to all hazards.

These can also be set-up as school-wide, district-wide, and province-wide competitions: agreeing in advance to the same ground rules.

1. For each activity split students into groups of 3-6 students. Distribute the relevant sections of the Key Messages to each group. Explain that these "Key Messages" have been agreed to by all of the leading government and non-government agencies responsible for disaster risk reduction. These important key messages are based on evidence and designed to help households to become safer.
2. Students will be doing one of these creative activities to develop innovative ways to remember the messages and act on them, themselves, and to teach these messages to others. So they are going to work in teams to develop a creative approach.
3. The product/production must follow these rules
   - It should have a theme related to one type or group of hazards.
   - It should have underlying positive upbeat message (e.g.. "every little step counts", "you can make a difference", "we're all in this together" or similar.
   - It must contain at least one or more specific action oriented message from each of the 3 categories (Knowing our Dangers and Planning, Reducing our Dangers, and Learning to Respond.) This could be done in 3 verses, 3 acts etc.
   - Optional: You can have an in-school competition and share the best with neighbouring schools, and be part of a competition in the district and province.

Creating: (30 mins to get started in-class. 30-60 mins to develop it on their own)

SONGWRITING

- Ask the whole group to name several familiar songs that have lots of verses, and write the names of these up on the board. Make sure that everyone is familiar with these tunes. Everyone will be writing verses to the same song, so decide together on a favourite tune to write the new words for.
- Songs should be no longer than 3:30 minutes, and should be up-beat positive, and lively.
- Ask each group to compose at least 3 verses Then have each group compose at least 3 verses to the song, which are convey some of what they feel are the most important messages from the "must do" list… they can organize, group them rewrite them etc. Write them out very neatly.
- Have students pair up with one more related group (e.g. earthquake plus tsunami / hurricane plus flood) and learn each other's lyrics. Have the groups write their lyrics on the board, or copy them out.
- Have the teams stand up and lead the sing-along and vote for the best song.
- For homework, or for another activity, ask students to work together to improve and perfect their songs for the next school assembly.

GAME DESIGNING

- Let students know that they will be designing either a board games (snakes and ladders), or a card game (with pairs of cards matching key messages with reasons why). (Older students may propose other sorts of games, as long as they are designed to make it fun to learn key messages).
- The only requirement is that they select important key messages, and do their best to illustrate them. If they are doing snakes and ladders, they should take care to make sure that doing the right thing moves you up the ladder, and doing wrong thing moves you down the snakes. In between they can learn tips and facts.

STORYTELLING, POEM & STORY WRITING

- As a preparatory activity, invite in a local storyteller to tell a story, and discuss with students what makes a good story.
- Tell students that they can work alone, or they can work together in pairs to write a short story that they will perform. The story should contain plenty of action-oriented messages to remind people about three different things: knowing their dangers, planning to reduce them, and being prepared to respond.
- After students write their stories, have them share them with each other, or with younger children, in small groups.

Sharing and Improving: Have students come up with a plan for how to share their creative products to make the Key Messages more widely known. Support them in improving them and sharing them, with other classes, in school assembly, and in local, district and provincial competitions.

Protecting and Preserving: Also make sure that students leave a copy of their work with the teacher for safe-keeping or post it on the School Safety Bulletin Board, so that it will be available to use again, to enter into competitions, and for documentation.

Evaluation

Keep copies of the content (lyrics, stories) how these products are shared and used, and whether students go on to improve them or do more. Enter them into competitions and showcase them. Videotape, audiotape, or photograph children performing and sharing these activities.

STEP 2 – REDUCING OUR DANGER

MIND MAPPING

Subjects:	Language Arts	Science and Mathematics	Fine Arts & Performing Arts
	Life Skills	Social Studies, History, Geography	After school Clubs
Year Level:	Early Childhood	Early Primary	Late Primary
	Early Secondary	Late Secondary	

Purpose

To think about what the impacts of hazards are, and what can be done about them.

Learning Outcomes

- To think about problems in detail and to develop specific solutions to reduce dangers
- To develop ideas for how to reduce dangers

Materials and Preparation

- Invite community members as well as 4 or 5 local experts to support this work. (Adults with special expertise to help may include local community disaster committee members, geography teachers, village chiefs, local staff of the National Disaster Management Office, Environment, or Meteorological Office. (They should be approved for working with children, and/or work with a staff member or trusted volunteer chaperone.)
- Collect the results from **Risk Matrix, Hazards Calendar, School Campus Survey, Community Walk, Survey and Mapping,** research conducted by students and staff, ready for presentation, and divide the presentation work among classes, so that everyone participates and so that all of the information is shared. If any of the above are relevant, and have not been undertaken, then you will need to form teams to do these today.
- Have several copies of the Summary of risks requiring action in and around the school.

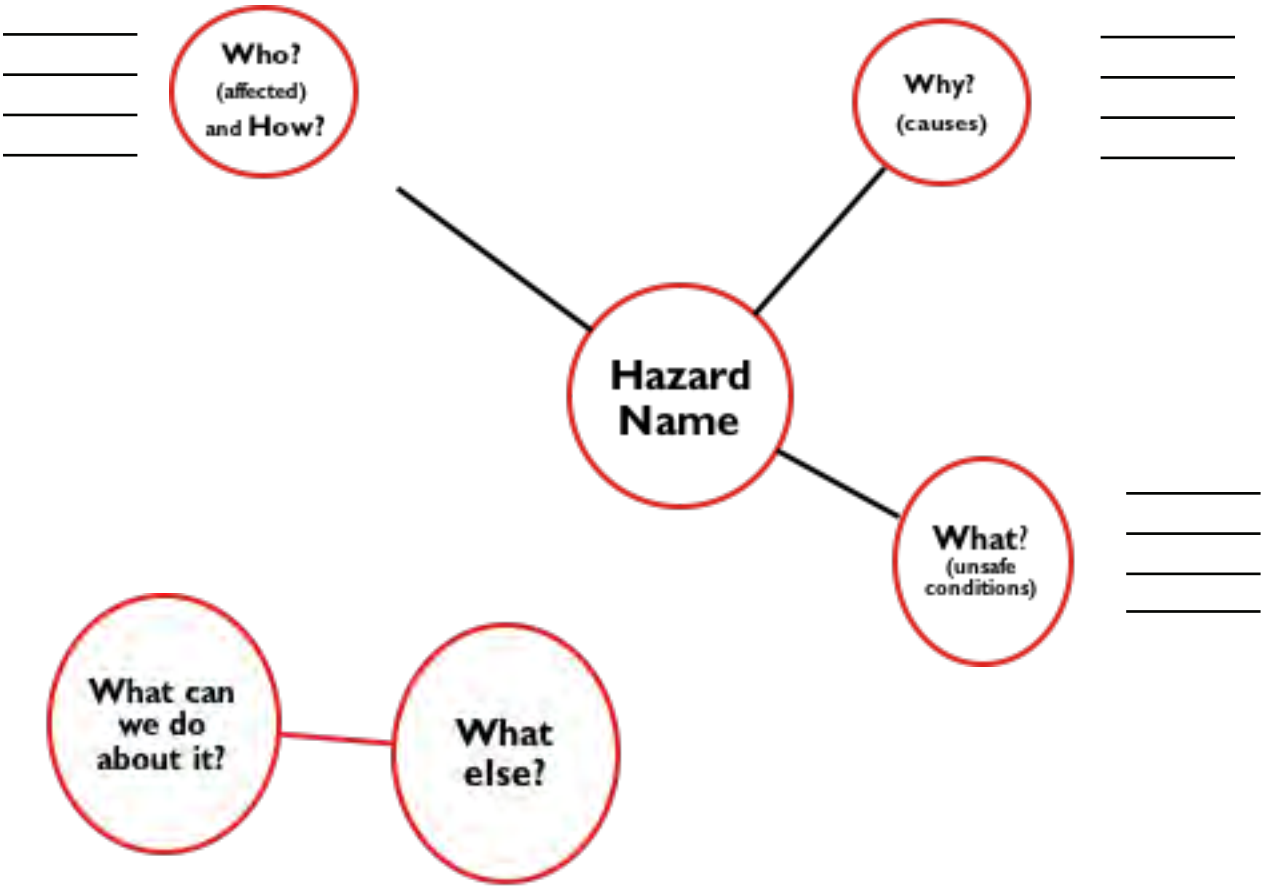
Steps

STEP 1: Sharing Learning about our Dangers (60 minutes)

1. Explain that today will be a special occasion for the school community to share information about hazards and risks that face the school, and to decide about what can be done to make the school safer.
2. First students will share their findings on hazard and risk assessment Risk Matrix, Hazards Calendar, Community Walk, and School Grounds Survey.

STEP 2: Learning More about our Dangers (60-120 mins)

3. Have students work in small groups of about 5 or 6. Assign each group one of the danger identified in the Risk Matrix activity.
4. In the middle of a piece of paper ask students to draw a circle and write in the name of the danger that they are working on. Around the circle draw three lines to three more circles asking:
   - Who? (can be affected) and How?
   - What? (are the unsafe conditions)
   - Why? (what are the root causes).
5. From each of these circles students can draw lines to the words and phrases that they think of.
6. After listing the problems ask students to discuss people's strengths, abilities, knowledge, coping strategies, and resources. Using a different colour pencil or pen ask students to draw lines to circles into which they write solutions about 'What can we do about it?' After they have done several of these, ask them to add a few more lines and circles to say 'What else can individuals, school, and community do together to reduce these dangers?' and to link all the answers they can think of.



STEP 3: Deciding How to Reduce our Dangers (60 mins)

7. Divide participants into mixed groups of children and adults and distribute a copy of Summary of risks requiring action in and around the school. Ask groups to discuss these.
8. Come back together in a large group and share the ideas. Discuss resources and capacity as well as challenges and barriers. Make a plan including What? Who? When? and How?

Adaptations

For older students ask student to discuss and debate the ideas and decide which ideas would be the most effective and the most feasible, and put stars next to the ideas that they think are the most important to act on.

For your School Safety Committee, and as a decision-making activity, this can be extended to ask in each case: How could it be done? Who could do it? How much would it cost?

Evaluation

Record and report on all of the creative solutions that students have suggested. Share these with other classes, and in after school clubs to create some posters showing dangers, and some solutions to reduce the dangers.

SUMMARY OF RISKS REQUIRING ACTION IN AND AROUND THE SCHOOL

What is the risk?	Where is the risk?	What's the priority? High/Med/Low	What needs to be done?

STEP 2 – REDUCING OUR DANGER

ALL-DAY, ALL-SCHOOL ASSEMBLY AND PICNIC

Subjects:	Language Arts	Science and Mathematics	Fine Arts & Performing Arts
	Life Skills	Social Studies, History, Geography	After school Clubs
Year Level:	Early Childhood	Early Primary	Late Primary
	Early Secondary	Late Secondary	

Purpose

To gather and share all of the information generated from the risk assessment activities and to involve children in leading in the creation of a community risk and resource map to raise awareness about hazards, vulnerabilities and capacities in the community as a foundation for action planning.

Learning Outcomes

- To identify natural and human-caused hazards in the local area (dangers, risks, weaknesses)
- To identify resources and capacities for risk reduction and recovery

Materials and Preparation

- A map of the community, if one exists (If not, you may be able to download something useful from Google Maps that you can trace to get started).
- Invite community members as well as 4 or 5 local experts to support this work. (Adults with special expertise to help may include local community disaster committee members, geography teachers, village chiefs, local staff of the National Disaster Management Office, Environment, or Meteorological Office. (They should be approved for working with children, and/or work with a staff member or trusted volunteer chaperone.)
- Collect the results from **Risk Matrix, Hazards Calendar, School Campus Survey, Community Walk, Survey and Mapping, School Rooms Earthquake Hazard Hunt,** research conducted by students and staff, ready for presentation, and divide the presentation work among classes, so that everyone participates and so that all of the information is shared. If any of the above are relevant, and have not been undertaken, then you will need to form teams to do these today.
- Arrange four groups to work on the following additional information gathering tasks with details below: **Annual Maintenance Survey**.
- Have several copies of the Summary of risks requiring action in and around the school.

Steps

STEP 1: Sharing Learning about our Dangers (60 mins)

1. If you like you can start out with the **People Finder Warm-up Activity**
2. Explain that today will be a special occasion for the school community to share information about hazards and risks that face the school, and to decide about what can be done to make the school safer.
3. First students will share their findings on hazard and risk assessment **Risk Matrix, Hazards Calendar, Mind-Mapping, School Campus Survey, School Rooms Earthquake Hazard Hunt.**

STEP 2: Learning More about our Dangers (60-120 mins)

4. If the **Risk Matrix** has not been completed, you can do it now, all together. If any other activities that would be helpful have not been completed, divide into groups to undertake these remaining tasks now.
5. If maintenance staff has not recently completed the **Annual Maintenance Check**, add a group to do this (if you facilities maintenance staff or a handyman, they should be involved in this).
6. In addition organize small groups to consider: **Natural and Built Environment Survey, Health Services Survey, Community Resilience Survey,** and **Educational Continuity Survey.**
7. Have all of these survey groups report back to the larger group

STEP 3: Mapping Hazards, Vulnerabilities, Resources and Capacities (60-90 mins)

8. Students groups who have worked on the **Community Walk, Survey and Mapping** should talk about how they made their findings. Allow time for the groups to consult with community members and experts to gather comments, and to make sure that the information in the map is accurate, and to make revisions or adjustments as necessary.
9. Invite each group to present its findings. Summarize these by writing them down on a flipchart.
10. Explain that many communities have benefited from similar maps by using them as the start of discussions and decision-making on what to do to reduce disaster risks. Ask for the group's ideas on how to finalize and use their map, and how they will handle making changes, as risks are (hopefully) reduced?

STEP 4: Deciding How to Reduce our Dangers (60 mins)

11. Divide participants into mixed groups of children and adults and distribute a copy of Summary of risks requiring action in and around the school. Ask groups to discuss these.
12. Come back together in a large group and share the ideas. Discuss resources and capacity as well as challenges and barriers. Make a plan including What? Who? When? and How?

Evaluation

Ask students and community members whether this activity was useful – and how? Observe follow-up discussion and actions, and report on the results.

WARM-UP: PEOPLE FINDER

Print out this people-finder, and give everyone a copy. Ask everyone to spend a few minutes running around... meeting people, and trying to fill in each space with the name of a different person who can answer yes to the item.

Can share their special memories from when a cyclone stuck	
Knows what climate change is	
Knows what signs in nature warn that an tsunami is coming	
Has heard an older person speak of disasters in the past	
Knows what to do if they are by the sea and there is a tsunami warning	
Has felt afraid when an earthquake shakes their village	
Knows what dangers there are in different seasons	
Has found themselves out in nature when a storm struck	
Knows a farmer who thinks weather changes are ruining his crops	
Has heard about rises in the level of the sea	
Is worried about the future	
Has seen a film about volcanoes	
Became scared when a cyclone passed through the village	
Knows what the National Disaster Management Office is	
Can remember what things people do after a storm has passed	
Has heard about a disaster in a different part of the country	
Knows what to do when there is a cyclone warning	
Has questions they would like answering about volcanoes	
Has read a newspaper report about a cyclone or earthquake	
Believes that people should respect the power of nature	

NATURAL & BUILT ENVIRONMENT SURVEY

Investigate:

- What role does the natural environment play in disaster resilience? Has this changed for better or worse? What should be done for responsible care for the environment for the future?
- How disaster-resilient are local construction types?
- Is local infrastructure developed with disaster-resilience in mind?
    - water?
    - power?
    - roads and other transportation?
    - drainage systems?
- How are land-use decisions made? Are these decisions made with safety in mind? If not, how could they be improved?
- Are there any harmful environmental practices that your community undertakes? If yes, what kind?
- Are water drainage systems maintained? (e.g. do clogged drains result in flooding)
- Does our community have any major factories/mines/plantations? If yes, what type? What impacts do these have on environment, health and safety?
- Are agricultural practices safe and sustainable?
- Are forestry practices safe and sustainable?
- Are fishing practices safe and sustainable?

HEALTH SERVICES SURVEY

Investigate:

- What are current health concerns in the local community
- What skilled health personnel are present in communities (permanent of visiting)
- History of disease outbreaks ion communities
- Sources of vector breading (mosquitoes, rodents etc)
- Sources of disease and how they are transmitted (e.g. water, food, animals)
- Particularly vulnerable groups?
- Do students get regular (annual) medical check-ups?
- How far away are the nearest medical facilities?
- Can people with disabilities and special health needs get the services needed to participate fully in school?

COMMUNITY RESILIENCE SURVEY

Investigate:

- Are there early warning systems for some hazards? How do they work? Could they work better? Is any information missing?
- Where does the community get information from after a disaster?
- What positive things did they see happening between people after the disaster?
- Who is active in disaster risk reduction?
- Who is available to help after a hazard impact?
- Which individuals in the community are most at risk?
- Are there groups of people who are more vulnerable, with less good access to services, resources and decision making than others? (e.g. landless, homeless, female-headed households, people with disabilities, elderly people, language and ethnic minorities).
- What public and private services are available in the community and who provides them (e.g.. schools, health)?
- Are there civil society organisations working in the community (ngo, community, and private organisations)?

EDUCATIONAL CONTINUITY SURVEY

Investigate:

- On average, how many school days are missed, and not made up each year, due to disasters?
- On average, how many days is school used as a community evacuation shelter or temporary collection centre?
- Does the school have an alternative site where classes can be held, if the school itself is damaged or inaccessible?
- Does the school have materials to be able to make temporary learning spaces, if needed?
- Are teachers and are children ready to come back to school as soon as possible after a hazard impact?
- Are there alternative methods of continuing or making up school work, if students cannot come to school?

Annual Maintenance Checks: School Grounds			
Maintenance Item	Responsibility	Problem	Action Taken
Trim trees and shrubs			
Check for termite nests and remove			
Check storm-drains and outlets for damage			
Check that septic tanks are not full			
Check covers to inspection chambers and septic tanks			
Check soil drains for damage			
Check water pipes and stand-pipes			
Check wells for damage			
Check and maintain hand-pumps			
Check and maintain electric pumps			
Check water tanks and stands			
Check paving round buildings			
Check paths and roads			
Check walls, fences and gates			

Annual Maintenance Checks: Buildings External			
Maintenance Item	Responsibility	Problem	Action Taken
Check tiled roofs			
Check corrugated steel or fibre-cement roofs			
Check any gutters and down-pipes			
Check all fascia and barge-boards			
Check all roof fixings			
Check external ceilings			
Check walls for cracks, damage, etc.			
Check veranda floors			
Check external electrical installations			
Steel-framed buildings			
Check all steel frames			
Check any steel cladding			
Timber-framed buildings			
Check timber cladding			
Check timber frames			
Check veranda floors			
Reinforced-concrete buildings			
Check for spalling and exposed steel			
Check for water damage			
Masonry buildings			
Check for spalling and exposed steel			
Check for damaged bricks			
Check for water damage			
Adobe buildings			
Check for water damage			

Annual Maintenance Checks: Buildings Internal			
Maintenance Item	Responsibility	Problem	Action Taken
Check ceilings			
Check roof structure			
Check floors			
Check skirtings			
Check doors, frames and hardware			
Check windows, frames and hardware			
Check any louvre units			
Check any shutters			
Check toilets			
Check floor drains, wash-basins and sinks			
Check water tanks			
Complete electrical installation			
Check chalkboards and other fittings			
Check furniture			
Timber-framed buildings			
Check timber walls			
Check timber floors			
Check skirtings			
Reinforced-concrete buildings			
Check for spalling and exposed steel			
Check for water damage			
Masonry buildings			
Check for water damage			
Adobe buildings			
Check for water damage			

STEP 2 – REDUCING OUR DANGER

SCHOOL ROOMS EARTHQUAKE HAZARD HUNT

Subjects:	Language Arts	Science and Mathematics	Fine Arts & Performing Arts
	Life Skills	Social Studies, History, Geography	After school Clubs
Year Level:	Early Childhood	Early Primary	Late Primary
	Early Secondary	Late Secondary	

Purpose

To complete earthquake hazard hunt in all rooms of the school to identify anything that could injure or kill people by falling, sliding, or colliding during an earthquake, and any valuable assets that might be damaged.

Learning Outcomes

- To identify dangers from non-structural building elements and contents during an earthquake.
- To work in groups to contribute to school risk assessment.

Materials and Preparation

For older students, a blank copy of the **School Non-Structural Earthquake Risk Reduction Action Plan** may be used.

Steps

PART 1: Know Our Dangers

1. Ask students to imagine what can happen in the classroom and in other rooms of the school, during the shaking of an earthquake. Listen to their ideas and write them on the board. (Although it is natural for the students to give examples from building damage, try to distinguish between these and the non-structural risks that are the main focus of this activity). (If you have access to computer and internet, students can play the "Beat the Quake" game).
2. Explain that earthquakes can cause injuries not only as a result of building damage, but also as a result of objects both inside and outside buildings toppling, sliding and breaking during the shaking. In a strong earthquake things can fall over, slide and go flying. Have students think about the movement inside of a car when it is braking (inertia) and the earth moving back and forth. Students can stand up and move like an earthquake, while looking around them. (Refer to the Background Non-Structural Damage in Earthquakes as needed.)
3. Draw 6 columns on the board with headings

showing risk types (with words or diagrams:

Ask students to think about three different levels of

What	Levels of Risk			Priority: High, Medium, Low	What can we do to make it safer?
	1. Can cause injury or block exits	2. Costly to replace	3. Important to us		

risk, which will help to prioritize what needs to be done, into High, Medium, Low.

4. A) With younger students, work as large group complete the table on the board Get any ideas for how they can be moved or secured.

B) For older students, break into groups to cover each of the rooms in the school.

5. Ask each group to make a table with these 6 headings, and to bring back their list, along with ideas for what can be done about these.

PART 2: Reduce Our Dangers

1. Move anything that is easy to do, right now. Make a list of the remainder, using the three categories above, and provide a copy of this list to the head of the School Safety or School Disaster Management Committee.
2. Explain that we can take precautions for many objects and conditions that are dangerous. For example; the bookshelf can be fastened to the wall with screws, the heavy and/or breakable objects may be placed to the lower shelves, cabinets may be put out of exit way and fire extinguishers may be placed to the easily reachable places in the school building. The objective in fastening items in order to reduce risk of toppling or sliding is to make the objects move with the structure of the building, rather than being thrown around inside it.
3. Older students can write the actions to reduce risks in sentences using the appropriate verbs. (e.g. fastening tall and heavy furniture, clearing exit ways, moving heavy and/or breakable objects to lower shelves, etc.)
4. Collect the information and summarize this on the **School Non-Structural Earthquake Risk Reduction Action Plan** as well as estimate costs and develop a budget to go along with this.

Evaluation

Accurate completion of the forms and documentation and report on safety improvements

Have students write up an article about the improvements and to post on bulleting board, write about in school newspaper or distribute as a press release.

BACKGROUND: EARTHQUAKE NON-STRUCTURAL DAMAGE

Earthquake Non-Structural Damage in Schools in the U.S.

COALINGA, CALIFORNIA (M=6.5) in 1983: Based on a report prepared by E. Robert Bulman for Charles S. Terrell, Jr., Superintendent of Schools for San Bernardino County, California:

"At 4:42 p.m. on Monday, May 2, 1983, an earthquake registering 6.5 on the Richter scale struck the Coalinga area. Seconds later there was an aftershock of 5.0 Richter magnitude. Coalinga has three elementary schools, one junior high, and one high school, serving approximately 1,900 students. The school buildings were constructed between 1939 and 1955. They contain 75 classrooms, plus gymnasiums, auditoriums, libraries, and multipurpose rooms. Superintendent Terrell believes that death and serious injury would have occurred if school had been in session. The following is an account of the non-structural damage to these schools:

Windows: Large windows received and caused the most damage. The 31-year-old junior high library had glass windows approximately 8ft x 10 ft on the north and south walls. The glass was not tempered. All the windows imploded and littered the room with dagger-shaped pieces of glass. Floor tiles and wooden furniture were gouged by flying splinters.

Lighting Fixtures: Approximately 1,000 florescent bulbs fell from their fixtures and broke. All of the fixtures in the elementary schools came down, and many in other buildings. None of the hanging fixtures had safety chains. Glass in the older recessed fixtures was shaken out and broken.

Ceilings: Improperly installed T-bar ceilings came down. Glued ceiling tiles also fell, especially around vent ducting and cut-outs for light fixtures.

Basements and Electrical Supply: Water pipes which came into the buildings through concrete walls were severed by the movement of the walls. Basements were flooded to five feet. Since all the electrical supply and switching mechanisms for these buildings were in the basements, all of them were destroyed by water.

Chemical Spills: In the second-floor high school chemistry lab, bottles of sulfuric acid and other chemicals stored in open cabinets overturned and broke. Acid burned through to the first floor. Cupboard doors sprang open and glass cabinet doors broke, allowing chemicals to spill. Because there was no electric ventilation, toxic fumes permeated the building.

Furnishings and Miscellaneous Items: File cabinets flew across rooms; free-standing bookcases, cupboards, cabinets, and shelves fell over. Machine shop lathes and presses fell over. Typewriters flew through the air. Metal animal cages and supplies stored on top of seven-foot cabinets crashed to the floor. Movie screens and maps became projectiles. Storage cabinets in the high school had been fastened to the wall with molly bolts, but they were not attached to studs. They pulled out of the wall and fell to the floor with their contents." (3)

Besides the requirement for building the structures to be life safe, earthquake resistant design has been developed to include protecting building contents and major equipment in recent years.

EARTHQUAKE DAMAGE TO SCHOOL IN CALEXICO, CALIFORNIA. APRIL 2010

COURTESY OF KELLY B. HUSTON, PROCOM FOR KATE LONG, CALIFORNIA OFFICE OF EMERGENCY SERVICES

EARTHQUAKE DAMAGE TO SCHOOL IN NIIGATA, JAPAN, 2004

Earthquake Non-Structural Damage in Schools in the Turkey

Non-structural damage in school buildings was observed after these earthquakes; Tunceli – Pülümür (M=6.1) and Bingöl (M=6.4) in 2003

In the Tunceli – Pülümür earthquake (M=6.1) January 27th, 2003, the whole suspended ceiling in Pülümür Boarding School was damaged, and the wall tiles in every bathroom and kitchen fell. The lighting fixtures and florescent bulbs broke and fell. Wall plaster cracked during the earthquake. The ducts and utility pipe systems in the kitchen were heavily damaged. The electrical, central heating and water installation were also heavily damaged. The bunks in the dormitory slid and moved. The doors and hinges of the wardrobes broke. Most wardrobes toppled and many blocked the exit doors hindering the safe evacuation and constituting danger to the students. While infill walls were crumbling, the pieces fell on the bunks and constituted a big danger. Luckily the earthquake happened early in the morning when most of the students were not in the dormitory, which reduced life loss and injury. (Observation of Dr. Doğan Kalafat, Director of Boğaziçi University, Kandilli Observatory and Earthquake Research Institute (KOERI), Ulusal Deprem Izleme Merkezi (UDİM).

Photos Courtesy: Dr. Doğan Kalafat, B.Ü., KOERI, UDİM

In the Bingöl earthquake (M=6.4) nearly all of the cabinets in the classrooms fell on top of teachers desks. The chemicals in the laboratories of the schools fell, causing possible toxic release and fire. Many florescent bulbs fell from their places during the earthquake, broke and damaged the surrounding area. (Observation of Cüneyt Tüzün, MSCE, Research Assistant, Boğaziçi University, Kandilli Observatory and Earthquake Research Institute (KOERI), Earthquake Engineering Department

Photo Courtesy: Cüneyt Tüzün, B.Ü., KOERI, Earthquake Engineering

Non-Structural Risk Reduction

Non-structural elements are all parts of the building, its furnishings and contents except the structure itself. In other words, they are everything but the structural system (columns, beams, floors, load-bearing walls, roof and foundation). During an earthquake, some non-structural elements can pose danger to people or be damaged.

Major earthquakes can create devastating tragedies for a community including loss of life, injuries, loss of homes, work and community. However, we have learned from past earthquakes all over the world that much of this can be prevented. Many injuries, economic losses and even deaths can be avoided by simply making the items in our buildings safer during earthquakes.

It is important to take the following items into consideration for non-structural risk reduction:

- Earthquake waves may come from any direction.
- Objects may fall, slide or collide.
- Objects that are taller than they are deep or wide may fall over.
- Objects that have wheels or that are on slippery floors may slide.
- Objects may crash into each other.
- It is important to fasten objects with correct materials and methods.
- If there remains a space behind the item, padding should be used.

Items that will topple easily:

- Objects that are taller than they are deep or wide
- Objects that are top heavy

Items that will slide easily:

- Objects that have wheels
- Objects that low
- Objects that are on a slippery floor like tile or wood
- Objects that are much heavier on the bottom than on the top

Consider also that:

- Walls can be damaged – bricks can fall out of the walls.
- Window glass may shatter.
- Lighting fixtures or debris from suspended ceilings may fall.
- Bookshelves, furniture and equipment may topple.
- Objects from shelves and hung on walls may fall.
- Roofing tiles or bricks may fall from the walls of roof.
- Fire as a result of damage to electrical or gas pipes
- Flood as a result of damage to water tanks or pipes
- Hazardous liquid or toxic gas may result from chemical spills.

Non-structural hazards in school rooms: Questions to Consider

- Are desks and tables located where they cannot slide and block exits?
- Are large, heavy office machines secured to the wall or floor and located where they cannot slide, fall, or, block exits?
- Are the tops of tall (4- or 5-drawer) file cabinets securely attached to the wall?
- Are desktop computers securely fastened to work spaces?
- Are bookshelves, cabinets, and coat closets secured to the wall and/or attached to each other?
- Are display cases or aquariums protected

against overturning or sliding off tables?

- Is floor-supported, freestanding shop equipment secured against overturning or sliding?
- Is freestanding equipment on wheels protected against rolling?
- Are all wall-mounted objects that weigh more than 2 kg (4-5 lb) firmly anchored to the building's structural framing?
- Are all heavy, sharp, or breakable wall decorations securely mounted, with closed-eye hooks, for example?
- Do books or materials stored on shelves have adequate restraints to keep them from flying off the shelves?
- Are laboratory chemicals on shelves restrained? Are potentially hazardous chemicals stored securely? Are chemical storage areas vented, and located away from exits and corridors? Is there an up-to-date inventory of all chemicals stored?
- Are the fluorescent light fixtures merely resting on the hung ceiling grid, or do they have other supports
- Are ceiling panels or latticework securely attached?
- Will hanging light fixtures swing freely without hitting each other if allowed to swing a minimum of 45 degrees?
- Are fire extinguishers securely mounted?
- If there are potted plants and other heavy items on top of file cabinets or in other overhead locations, are they restrained?
- Do you see other hazards not included on this list? List them below.

Fastening items

The objective in fastening items in order to reduce risk of toppling or sliding is to make the objects move with the structure of the building, rather than being thrown around inside it. Where and how the items are fastened is important. Choosing a stable part of the building, and appropriate number and size of screws and anchors, for the weight and size of the item is important.

1. Estimate the approximate weight of the item to be fastened.
2. Choose the fastener number and type.
3. Decide where to fasten to the building or flat surface.
4. Determine the appropriate size and type of screw and anchor.
5. Decide how to attach fasteners to furniture (with screws or self adhesive. It is important to make sure that the tables, cupboards and shelves that we fasten items to be fastened themselves.)

Basic suggestions for non-structural mitigation

- Secure heavy furniture, stoves and white appliances.
- Secure equipment that uses fire, gas or electricity
- Secure bookcases to wall or ceiling.
- Move the heavy items that are on the top shelves to lower shelves.
- Place latches on cabinet doors with breakables inside.
- Fasten blackboards, pictures, clocks and mirrors on closed metal hooks. Secure flammable chemicals and hazardous materials appropriately.

Sources: Boğaziçı University – KDRAE and FEMA, Seismic Sleuths

School Non-Structural Earthquake Risk Reduction Action Plan

School Name:	Date of Hazard Hunt:
Building Name:	Hazard Hunt Conducted By:
Room Name/Number:	

Potential Hazards	# to be ANCHORED	# to be MOVED	Risk Type (Check all that apply)			Priority	Remarks
			Injury or Block Exit	Cost	Important	H = High M = Med L = Low	What Can Be Done
Furniture and Equipment:							
Bookshelves							
Storage cabinets							
Display cupboards							
Filing cabinets							
Electronic eqpt.							
Blackwhite boards							
Fans							
Fire extinguisher							
Storage racks							
Sound equipment							
Kitchen equipment							
Ceiling and Overhead:							
Light fixtures							
Suspended ceiling							
Coolers or AC units							
Water tank							
Decorations							
Wall-Mounted Items:							
Shelving							
Pictures							
Others:							
Doors don't swing out							

STEP 3 – PREPARING TO RESPOND

STANDARD OPERATING PROCEDURES FOR EMERGENCIES & DISASTERS

Subjects:	Language Arts	Science and Mathematics	Fine Arts & Performing Arts
	Life Skills	Social Studies, History, Geography	After school Clubs
Year Level:	Early Childhood	Early Primary	Late Primary
	Early Secondary	Late Secondary	

Purpose

To remember safety rules, master the 6 standard operating procedures for emergencies and disaster, and become familiar with the Emergency Procedures Decision Tree.

Learning Outcomes

- To remember the basic safety rules
- To master standard operating procedures

Materials and Preparation

- Emergency Decision Tree
- Standard Operating Procedures and Safety Rules

Steps

Time to teach: 1 hour. Please note that all timings are approximate and flexible.

1. Remind students about the Rules for Safety that they know about and be sure all can remember and are comfortable with them.
2. Using the Teacher Resource for Standard Operating Procedures, explain the Emergency Procedures Decision Tree, starting at the top and pointing out that it begins with identifying the kind of hazard you are facing: and then asks just three key questions in order to decide on the right thing to do. (5-10 min)
3. Split students into groups of 5 and give each one a piece of paper with one of these words on it. In each case, ask them to discuss using the decision tree, what they should do – and practice this

activity (10 min)

EARTHQUAKE

SMOKE in the CLASSROOM

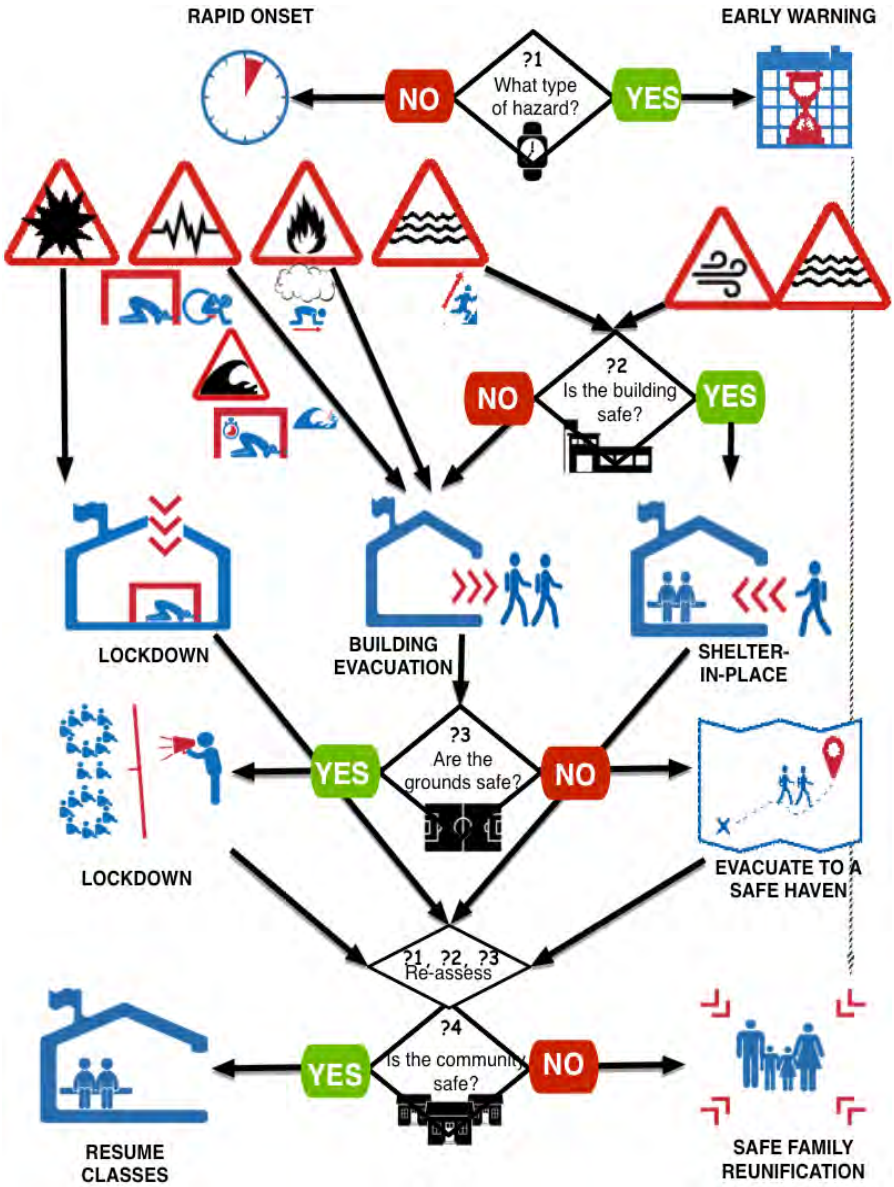
RAINFALL IS CAUSING FLOODING OUTSIDE

HAILSTORM IS GOING ON OUTSIDE

4. Ask each group of students to demonstrate what to do, and have the whole class join in to try to the as well as possible. (30 min)

Evaluation

Take time to discuss how students can improve on the standard operating procedures. Let them know that in the next lesson they'll learn more about conducting a simulation drill, and help to teach these skills to others.



EMERGENCY DECISION TREE

STEP 3 – PREPARING TO RESPOND

PRACTICING SCHOOL-BASED SIMULATION DRILLS

Subjects:	Language Arts	Science and Mathematics	Fine Arts & Performing Arts
	Life Skills	Social Studies, History, Geography	After school Clubs
Year Level:	Early Childhood	Early Primary	Late Primary
	Early Secondary	Late Secondary	

Purpose

To remember safety rules, master the 6 standard operating procedures for emergencies and disaster

Learning Outcomes

- To remember the basic safety rules
- To master standard operating procedures and rules of evacuation
- Students and parents understand emergency release procedures for real life situation

Materials and Preparation

- Materials required: drills checklist and Standard Operating Procedures and Safety Rules from Part II; emergency release contact list, first aid kit, loud speaker, go-bag.
- Preparation: Teacher to complete checklist. Inform parents that you will conduct a mock evacuation drill and test the emergency student release procedures.

Steps

1. Using the guidance provided in **response skills and provisions** demonstrate the Standard Operating procedures with the children
2. Teach the children the rules of a safe evacuation using the simulation guidance provided
3. Encourage student to take drills very seriously. Inform them that you will not practice a building evacuation. See **drill scenarios** provided in teacher guidance. Prepare location of evacuation (referring to your school map), first aid kit, and fire suppression equipment.
4. Practice the drill including the student release procedure and the reverse evacuation to have children return to classroom.

Evaluation

Debrief with teachers and students and update the action plan from the lessons that you learn.

STEP 3 – PREPARING TO RESPOND

ORGANIZING DISASTER RESPONSE

Subjects:	Language Arts	Science and Mathematics	Fine Arts & Performing Arts
	Life Skills	Social Studies, History, Geography	After school Clubs
Year Level:	Early Childhood	Early Primary	Late Primary
	Early Secondary	Late Secondary	

Purpose

To introduce students to the concept of standard organizing systems post-disaster and to help them share this with others.

Learning Outcomes

- To be able to recognize functional needs and organize a division of labour after disaster impact.
- To experience bringing order from chaos.
- To experience and critically reflect on a full simulation drill.

Materials and Preparation

- ***Incident Command System Chart***
- 3 to 12 pieces of cardboard or stiff paper. Something to make a hole on top of each side. String or ribbon to make these into a necklace.
- One copy of the ***Incident Command System Necklaces*** (for larger schools and secondary, print out from Planning Forms)
- Glue to stick the printout of responsibilities onto back of the necklace sign.
- Thick marker to write the name of the role on the front of the necklace sign.
- A large box that students will fill with items they find or make.
- ***Incident Command System Skit Script***

Steps

Time to teach: 1 hour. Please note that all timings are approximate and flexible based on the age and ability of your teaching group and their enthusiasm for the subject.

1. Ask children if they have been involved in a disaster and how did they feel just after it happened. Explain to children that a post-disaster situation can feel out-of control and chaotic, but that they can learn the organisational skills needed to make it possible for everyone to be part of the solution in these situations. Use the Incident Command Systems chart and the description from the ICS Necklaces set to explain these briefly. Although these teams are normally led by responsible adults, students can help increase awareness of how this can be done, by performing a short skit. (10 mins)
2. Encourage children to organize themselves by selecting a Director for their skit and then reading the skit together, assigning roles, and performing the skit. In the process of doing this, they are actually practicing organisational and cooperation skills, themselves. Children carry out the Incident Command System using role play, going outside the classroom if necessary. Encourage every child to participate if possible, even if they are not very confident.
3. Give them 30 minutes to organise themselves and get ready for a performance. (30 mins)
4. Performance (10 mins)
5. After this encourage children to review what they did, how they felt, why they did certain things and

what can for the next performance. (10 mins)

Community Outreach

Have students arrange for sound effects, and practice some more after school and then perform their skit for the school disaster management committee, and later for the whole school, and school community. Get the whole community involved in running through the Incident Command System.

Please note: The Incident Commander is normally the first and most senior person on the scene, but it starts with whoever is there and can be handed over when someone more responsible arrives. The other jobs are filled by the best person for the job. Although these jobs are normally held by the responsible adults, children can help increase awareness about how this flexible system can work.

Incident Command Systems Necklaces – Level 3 Set

THE INCIDENT COMMANDER RESPONSIBILITIES ARE TO:

- Begin and end emergency response.
- Select an **Operations Branch Leader** (best manager) and a **Logistics Branch Leader** (best organizer/helper).
- Assess type and scope of emergency.
- Determine threat to human life and structures and need for outside assistance.
- Coordinate emergency assignments as needed.
- Give instruction for area evacuation if necessary
- **Communications** with students and public, and record-keeping.

NOTE: Give Operations Branch Leader and Logistics Branch Leader their necklaces. (They will distribute the others.) If you have enough help you can also assign one person to organize communications.

THE **OPERATIONS BRANCH LEADER** RESPONSIBILITIES ARE TO:

- Maintain contact with Incident Command Center.
- Create list of missing/unaccounted students.
- Direct volunteers. Place safety first. Put one person in charge of **Safety!**
- Send adult teams for any needed **Light Search and Rescue.**
- Give **First Aid** on site, as long as you are not in danger.
- Provide psychological support and establish buddy system among students.
- **Supervise students** in safe assembly area, with quiet activities.
- Control student release to parents and known family members only.

THE **LOGISTICS BRANCH LEADER** RESPONSIBILITIES ARE TO:

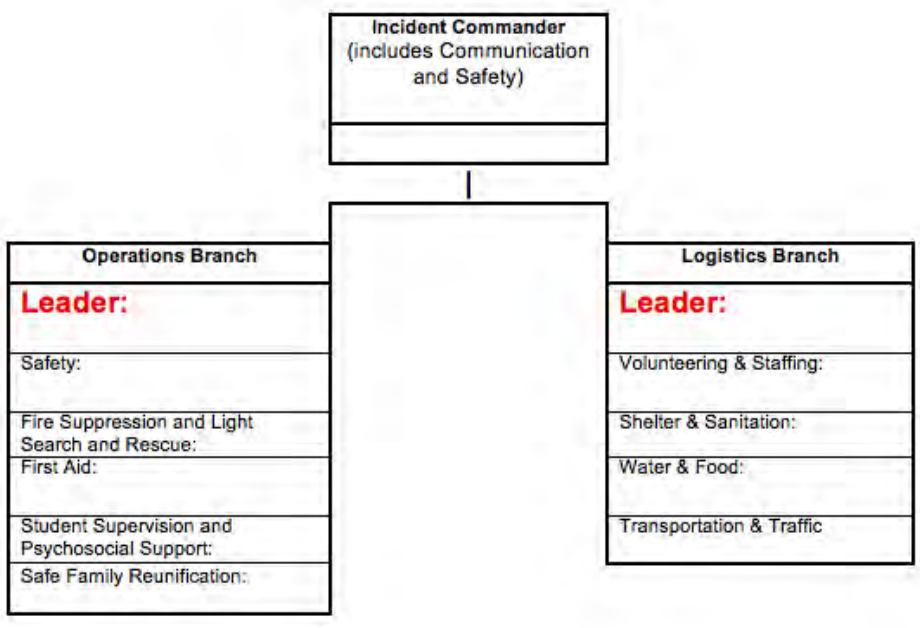
- Support the Incident Commander as needed.
- **Organize volunteers** - adults and older students, to help with other tasks.
- **Water and food:** Organize students to distribute water and food.
- **Shelter:** Organize students to create overhead protection from sun and rain
- **Sanitation:** Organize volunteers to dig holes and users can cover with sand or dirt periodically, or use buckets or plastic bags to prevent waste from contaminating area.

NOTE: For each function shown in bold, if you have enough helpers you can select a team leader and give each team leader a sign/necklace to wear. Ask that person to work with at least one other person, or if necessary, organize a small team, working in pairs

Incident Command Systems Chart

The **Incident Commander** (IC) is usually a natural leader or the most senior and experienced person present at the beginning of the event. Do not wait for someone to fill this role. It can be transferred over when there is an opportunity. The IC asks for the most capable manager to lead the **Operations Branch** and the person who knows the area and resources and best at organising cooperatively to lead the **Logistics Branch**. *Depending on the incident and the needs* each branch leader selects **Team Leaders** to guide the other roles and responsibilities. With small groups, some adults will have more than one role. Where there is no danger involved, capable older students can have leadership roles, and other students can also help.

This chart can be used to fill in names, in pencil, as they will need to change over time, as the needs of the situation change, and as people need a rest.



POST-DISASTER FUNCTIONAL DIVISION OF LABOR:

From Chaos to Empowerment: SKIT SCRIPT

SYNOPSIS: This is a skit for 7-30 actors that takes place within a circle, surrounded by the audience. In the middle of the circle is a box, from which the props will emerge. The music sets the tone and dramatic arc, as it changes from frightening, loud and chaotic, to slower and quieter during slow motion action, and then as the actors organize themselves and divide up their work, the activity becomes more purposeful and effective conveying their mastery of the situation.

INSTRUCTIONS TO DIRECTOR: Assign the following roles and then review the rest of the instructions with everyone. (Be sure to be fair in distribution of roles to both girls and boys)

Music/Sound Effects Manager:

Props Manager:

Acting Roles:

- Incident Commander
- Operations Branch Leader
- Logistics Branch Leader
- Student Supervisor
- Everyone else (select one person to be elderly, one to be a small child, one or two with a disability, one to be injured and not able to walk. One to be have an arm hurt. The others will be recruited as Team Leaders for ICS jobs, or they will be students waiting patiently and ready to help).

INSTRUCTIONS TO MUSIC/SOUND EFFECTS MANAGER: **THERE IS NO SPEAKING DURING THIS SKIT. SO YOUR GOAL IS TO CREATE MUSIC AN**d sound effects which begin loud and frightening, then sound loud and chaotic for a short while, then it gets softer and slower (during slow motion acting), and then gradually it becomes harmonious and pleasant, as order emerges from chaos.

INSTRUCTIONS TO PROPS MANAGER: You will need to get as many of the following as you can. If you don't have time, you can draw pictures or make models of these things for the first performance:

1 large box or container for emergency supplies. Inside

- 1 set of ICS Necklaces (3-12 pieces of cardboard)
- First aid kit or a roll of clean bandage
- Bucket with sand or fire extinguisher
- Blanket
- A piece of cloth and two sticks or poles
- Table and chair outside the circle that can be brought in (or this could be a large mat instead)
- 3 Clip boards
- Megaphone or paper rolled into one
- Whistle
- Some paper and pencils or pens
- Two containers of water
- Binder or notebook (with emergency contact info)

INSTRUCTIONS TO ALL THE ACTORS: At the beginning of the skit, start in a wide variety of frozen positions, doing different daily activities. Some pretend to be younger, one or two with different disabilities, one elderly. You will be silent, and miming all of your feelings and actions. When the music starts, mime being scared, panicked, waving arms, mouth open, eyes wide open in surprise and fear, turning in circles, running, not knowing

what to do or where to go. The Incident Commander is going to call upon the Operations and Logistic Branch leaders, who will recruit others to form teams to do the work. As this happens, if you are asked to help, join in (always silently), and participate in the job. Gradually your attention is drawn to the Incident Commander, and when you see her or him using the megaphone, be sure to pay attention, and go to sit in the area indicated where you will become calm and patient, and comfort one another, pretending to speak quietly, and smile hopefully. If you are injured, once there is a first aid area.

INSTRUCTIONS TO INCIDENT COMMANDER: Soon after the incident begins, you should look around, find the chest/box and look inside. Pull out the sign/necklaces. Look at them on both sides. Put on the one that says Incident Commander in big letters showing on the front. (Put on a hard hat and/or colored vest there is one in the prop box). Signal silently to the Operations Branch leader to come and look in the box. Show him or her the Operations Branch Leader sign/necklace and put it on them. Then get the attention of the Logistics Branch Leader and do the same. Then mime talking with the two branch leaders, pointing to other people. Show them three points forming a triangle around the circle: one for Command area where you will stand, nearby, a safe place for students, and the third area for a first aid station. Mime asking the Logistics Branch Leader for a table and chair. Make this the place that the branch leaders come to to communicate with you regularly, so you can make some decisions. As the Branch Leaders do their work, use your megaphone to communicate with others. Mime calmly announcing and smiling encouragingly to the other actors (who do not have special jobs) to come to the safe assembly area that you point to. As they assemble you talk with them and share information (pretend you are reminding them about safe family reunification, and not to use any phones).

INSTRUCTIONS TO OPERATIONS BRANCH LEADER & TEAM LEADERS: When the IC catches your eye, go over to her/him. Put on your sign/necklace and read what is on the back of it, and show your understanding. Then select a couple of people to help: at least one for First Aid and one for Safe Family Reunification (if you have a big cast you can also have one for Fire Suppression). Give them their sign/necklaces. As you do this, point them to go over to the Logistics Branch Leader to get their supplies. Also point out the First Aid area and the Safe Assembly Area. The First Aid person will find a helper, get supplies from Logistics branch leader, and go set up a First Aid area. Two helpers bring the injured people over for treatment. The Safe Assembly person will find a helper, get supplies from Logistics Branch Leader, and go over to the Safe Assembly area to kindly supervise students. Report to the IC from time to time.

INSTRUCTIONS TO LOGISTICS BRANCH LEADER & TEAM LEADERS: When the IC catches your eye, go over to her/him. Put on your sign/necklace and read what is on the back of it. You are now in charge of the box of supplies. First recruit a couple of helpers. Give them their sign/necklaces. Assign Water/Food to one (give them the water and have them take one bottle to First Aid area and take the other bottle and mime giving student in the Safe Assembly Area a drink) and Shelter/Sanitation to the other (give them the sheet or cloth and poles to make a shade). When First Aid Team Leader comes to you, give them the first aid kit. When Safe Assembly Area Team Leader comes, give them a notebook. Recruit one more helper, or two students to bring the table/chair or mat over to the Incident Commander to set up that area, and then have them to go back and sit quietly in the safe assembly area. Report to the IC from time to time.

As the music signifies that there is calm and order, the actors too smile at one another and the audience. The IC Team come together and join hands and bow, and the students in the safe assembly area hold hands or put their arms on shoulder of neighbor and sway back and forth, as they demonstrate their solidarity and confidence.

Source: Ahmet Turhan Altiner and Marla Petal

STEP 4 – EDUCATIONAL CONTINUITY PLANNING

THINKING OUTSIDE THE BOX

Subjects:	Language Arts	Science and Mathematics	Fine Arts & Performing Arts
	Life Skills	Social Studies, History, Geography	After school Clubs
Year Level:	Early Childhood	Early Primary	Late Primary
	Early Secondary	Late Secondary	

Purpose

To involve students in planning for educational continuity.

Learning Outcomes

- To recognize children's rights to educational continuity.
- To be able to work together using creative problem-solving.

Materials and Preparation

- ***Educational Continuity Plan*** (from Part II)
- Notebook or paper to record student's ideas and thoughts

Steps

Time to teach: 1 hour.

1. Ask students if they can remember, or imagine a situation where a hazard or disaster has or could interrupt schooling. Discuss how a variety of hazards might impact educational continuity.

Some examples are listed below to help with your discussion:

- Impact from different disasters (flood, earthquake, cyclone, etc.)
- Land disputes.
- Drought or water shortages.
- Lots of teachers being injured or not available to teach.
- Widespread illness throughout the village or community.

- How about if people from other places have to evacuate, and need to share your school, either for education or for shelter?
- What happens if a disaster interrupts school for even longer?

Discuss with children their right to education, and the importance of their education. Be sure that children are aware of how many school days a year they are supposed to have in order to succeed and complete their education. Are there any extra days already built into the calendar in case severe weather interrupts schooling?

2. Discuss with students the different ways that your school does or could minimize educational disruption in case of serious hazard impacts. Find out children's ideas about how easy and how successful these different approaches might be.

Some examples of different ways to keep school going are:

- Catching up lost school days or hours with extra attendance.
- Arranging alternative school locations (community hall, church or temple yard) and getting permission or making arrangements in advance.
- Different ways of getting the work done, such as studying at home, group learning, catch-up programs during holidays.
- Having older students tutor younger students.

Discuss with students what measures could be taken to protect school equipment and supplies from water or wind damage?

3. Discuss with students how your school might recover after a disaster.
   - How could you handle things like clean-up after a flood?
   - Or if your school needed to be used as a temporary shelter, what measures would you need to take to protect equipment, supplies and furnishings and what rules would you want to set up?
   - If you needed to set up a temporary learning facility, what materials and supplies would you need?

Evaluation

Discuss with students and agree upon a plan for how to share their ideas with the School Disaster Committee, Community Disaster Committee, and other interested people.

STEP 5 – MONITORING, SHARING & REACHING OUT

DISASTER RISK REDUCTION AT HOME

Subjects:	Language Arts	Science and Mathematics	Fine Arts & Performing Arts
	Life Skills	Social Studies, History, Geography	After school Clubs
Year Level:	Early Childhood	Early Primary	Late Primary
	Early Secondary	Late Secondary	

Purpose

To share disaster risk reduction with families for greater safety at home.

Learning Outcomes

- Sharing knowledge and competencies for disaster risk reduction between school and home.
- Recognizing that disaster risk reduction is everyone's responsibility and needs to take place at home as well as at school, work, and in the community.

Materials and Preparation

In a staff meeting, discuss teachers and other staff roles as disaster workers, and the importance of doing their own family disaster planning, so that they can be available to support children and speed up educational continuity, in case of emergency or disaster. Emphasize the principle of everyone have a local support system to help them in the immediate area of a disaster. And make allowances for some staff who may not have other support system and may need to leave in an emergency to care for very young children or elderly parents.

Steps

SHARE WITH STUDENTS AND FAMILIES

1. Ask students if they have done any disaster planning at home? If so, what steps have they taken. Ask if they have family discussions over dinner or at other times? **(10 mins)**
2. Remind students that disaster preparedness is all a matter of small steps. Provide each with a copy of the Family Disaster Plan to take home to share. Go over the contents with them so they understand. **(10 mins)**
3. Practice role playing a family meeting to discuss disaster planning. **(20 mins)**
4. Ask children if they expect any resistance at home, and if they'd like to role-play a family meeting to discuss disaster planning? If so, have students use props and makeshift costumes and to take on roles of different extended family members. Split them into small groups of 5-6 students, and ask them to pretend possible parental reactions (disinterest, fatalism, annoyance, interest, enthusiasm). Let them make it humorous. Choose the most persuasive student to play the role of the student, encouraging parents to participate. **(20 mins)**
5. Ask students to pair up and to each make a commitment to do one small thing that they can do to help their family be safer. Then go around the room and have each student share, the one thing they promise to do. Be sure that their plans are safe, and realistic, or mention the help they may need, and encourage all of the small steps planned.

Evaluation

Ask students how it went. Provide the form again at the next parents meeting day. Inquire from time to time and check to see if they remember and have done what they promised. Encourage them when they report any small steps towards greater safety, and to get support to remember and fulfill their plans. Be a role model yourself, and report your readiness.

Family Disaster Plan

Distribute 1 per family. Check as completed. May be used as pre/post household survey.

ASSESSMENT & PLANNING	
☐	We hold a family disaster planning meeting every 6 months (household, extended family, or family of one). We identify our risks and use this checklist for our planning.
☐	We identified the safest places in the house and in each room in case of disasters we face (e.g. earthquake: away from windows, large and heavy objects that can fall, and objects like heaters that can cause fire).
☐	We identified exits and alternative exists from our house and building.
☐	We searched for and identified hazards in our home (e.g. furniture or equipment that can fall or slide during earthquake or flood) and our environment (e.g. hazardous materials sites).
☐	We know our out-of-area contact person(s) and phone number(s): (ideally cell phone for text messaging) It's: _____
☐	We know that we will only use the telephone in case of physical emergency after a disaster. We will use radio and television for information.
☐	We know where we would reunite Inside the house: _____ Outside the house: _____ Outside the neighborhood: _____ and we have a private message drop location outside our house.
☐	We made our copies of important documents, and key addresses and phone numbers. We have one set with our out-of-area contact and/or we keep one in our evacuation go-bag.
☐	We are spreading the word to everyone we know
☐	We participate in emergency planning with our community.
☐	We make our expectations known to local, regional and national policy-makers.
PHYSICAL PROTECTION	
☐	Our building has been designed and built according to seismic, wind or flood codes
☐	We maintain our building, protecting it from damp, and repairing damage when it occurs.
☐	We have fire suppression equipment (e.g. bucket and sand) and maintain it.
☐	We have secured family heirlooms and items of cultural value that could be lost to future generations.
☐	We have limited, isolated, and secured any hazardous materials to prevent spill or release.
☐	We keep shoes and flashlights with fresh batteries, by our beds. For flood: We keep flotation device or life-jacket on the highest floor in the building. For fire: We have cleared away fire hazards from around our home. For water and debris flow: we have created channels and are prepared to make sandbags.
☐	We have protected ourselves from glass breaking with heavy curtains, window film or shutters.
☐	We consciously reduce, reuse and recycle.
RESPONSE CAPACITY: SKILLS & SUPPLIES	
☐	We know how to put out a fire.
☐	We know how to turn off our electricity, water and gas.
☐	For advanced warning: We understand early warning systems and know how to respond.
☐	We have learned first aid, light search and rescue, fire suppression, wireless communication, swimming, or community disaster volunteer skills.