

Erasmus+ Project

**ECOSTAND - Simulation Training and Gaming to Raise  
Awareness about Climate Change and to behave appropriately in  
case of Natural Disasters for Secondary Schools  
N° 2023-1-RO01-KA220-SCH-000156665**

# **TRAINING COURSE METHODOLOGY Natural Disasters Response and Climate Action**

05/2024

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## 0 Introduction

In today's dynamic educational landscape, traditional teaching methods often fall short in engaging students and effectively imparting complex concepts. As such, these methodological guidelines advocate for the integration of experiential and interdisciplinary game-based methods into teaching practices. By incorporating immersive experiences, collaborative activities, and interactive simulations, educators can create enriching learning environments that captivate students' interest and enhance their learning outcomes.

The importance of integrating experiential and interdisciplinary game-based methods cannot be overstated. These approaches not only facilitate active participation and engagement but also encourage critical thinking, problem-solving, and empathy—skills that are indispensable for navigating the challenges posed by environmental crises and natural disasters. Moreover, by adopting an interdisciplinary approach that connects concepts across various subject areas, students are provided with a holistic understanding of the interconnectedness of environmental issues and societal responses.

Through this guideline, educators will discover a myriad of methodological approaches, learning scenarios, and practical implementation guidelines tailored to their teaching needs. From role-playing simulations to interactive activities, each method is carefully designed to promote meaningful learning experiences that resonate with students and empower them to become informed and proactive stewards of their environment.

As we embark on this journey to cultivate a generation of environmentally conscious and resilient individuals, let us embrace the transformative potential of experiential and interdisciplinary game-based methods in shaping the minds and hearts of our students. Together, we can inspire a future where sustainability and preparedness are not just aspirations but lived realities.

Let these methodological guidelines serve as your compass as you embark on this educational odyssey, guiding you towards creating impactful teaching activities that nurture both minds and hearts.





# 1 MODULE 1: Response and climate action in case of snows

This module delivers information about response and climate action in case of snows

|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>MODULE 1 :</b>           | <b>RESPONSE AND CLIMATE ACTION IN CASE OF SNOWS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>GENERAL GOAL(S):</b>     | The general aim of the activity is to enhance understanding of natural disasters in case of snow: their causes, impacts, and consequences.                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>OBJECTIVES:</b>          | <p>By the end of the module, participants will be able to:</p> <ul style="list-style-type: none"> <li>● Explain why snowstorms, freezing rain and avalanches occur</li> <li>● Describe how those phenomena are affected by climate change and their effects</li> <li>● Provide examples of severe storms and their destructive effects on human lives and material goods</li> <li>● Organise students for an effective response in case of severe storm</li> <li>● Discover approaches and techniques to prevent anxiety and overreaction</li> </ul> |
| <b>METHODS</b>              | <ul style="list-style-type: none"> <li>● Case Studies</li> <li>● Online Resources</li> <li>● Creative presentations</li> <li>● Assessment and Quizzes</li> <li>● Debates and Presentations</li> </ul>                                                                                                                                                                                                                                                                                                                                                |
| <b>DURATION:</b>            | 3,5 hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>RESOURCES NEEDED:</b>    | <ul style="list-style-type: none"> <li>● Laptop/PC</li> <li>● Video projector/Whiteboard</li> <li>● Internet connection</li> <li>● Pens</li> <li>● Sheets of paper</li> </ul>                                                                                                                                                                                                                                                                                                                                                                        |
| <b>ORDER OF ACTIVITIES:</b> | <p><b>Introduction:</b> Presentation of the training program (objectives, modules, expectations). Presentation of the participants</p> <p>Introduction in module 1: <a href="#">SNOWFLAKES - Dr Binocs   Best Learning Videos For Kids   Dr Binocs   Peekaboo Kidz (youtube.com)</a></p> <p><b>Duration: 20 min</b></p> <p><b>Activity 1 - Snowstorm, freezing rain and avalanche: what are they? What is their impact? where can they happen?</b></p>                                                                                               |



**Duration: 50 min**

*Meeting Game:* The trainer gives the participants a drawing with a clock. Everyone must schedule a meeting with one of their colleagues. During the meetings, for 5 minutes, the two share knowledge about the subject proposed by the trainer.

The subjects propose are:

at 1 o'clock: What are the main factors contributing to the formation of a snowstorm?

at 2 o'clock: How do you differentiate between a snowstorm and a regular blizzard?

at 3 o'clock: What are the primary risks associated with freezing rain, and how do they form?

at 4 o'clock: What are the consequences of freezing rain on infrastructure and the environment?

at 5 o'clock: What precautions should people take during a snowstorm or freezing rain to protect themselves?

at 6 o'clock: How are avalanches predicted and monitored?

at 7 o'clock: What factors increase the risk of avalanches in a particular mountainous area?

at 8 o'clock: What technologies and equipment are used to prevent avalanches and protect populated areas?

at 9 o'clock: How does climate change influence extreme weather phenomena such as snowstorms and avalanches?

at 10 o'clock: What are the main effects of snowstorms and avalanches on local communities and the regional economy?

at 11 o'clock: What steps should be taken to survive an avalanche situation, and how can the emergency be managed?

At 12 o'clock is the meeting with the trainer and they have to debate the answer to: What measures can be taken at the governmental and





community level to minimise the risks associated with snowstorms, freezing rain, and avalanches?

### **Activity 2 - What is ...?**

**Duration: 30 min**

In order to use the Jigsaw method, the trainer will divide the group of participants into 4 teams. The study topic is divided into 4 subtopics, and from each team there will be at least one person who will study a subtopic.

Subtopics: 1. Snowstorm

2. Freezing rain

3. Avalanche

4. Blizzard

Questions to answer:

1. What is a snowstorm? Are snowstorms hard to forecast? What causes snowstorms?



[What Are Winter Storms? | How to Survive a Winter Storm? | What is a Blizzard? | Dr. Binocs Show \(youtube.com\)](#)





2. What is freezing rain? Are freezing rains hard to forecast? What causes freezing rains?



3. What is an avalanche? Are avalanches hard to predict? What causes avalanches?





[What Causes an Avalanche? | How To Survive An Avalanche | Natural Disaster | Dr Binocs show - YouTube](#) (min. 0.00 - 4.00)

4. Where are the blizzards? How do blizzards form and affect different areas? How can broadcasters help communities prepare for a blizzard? What is the difference between a blizzard and a snowstorm?



Within the expert groups, the participants answer the questions of their sub-theme, then they will return to the initial learning team. It is the stage of the team report: the experts transmit the assimilated knowledge, retaining in turn the information transmitted by their colleagues-experts in other sub-topics.

**Activity 3 - How do we act in each of the cases presented above?**

**Duration: 40 min**

The participants watch the following films:

[What to do during a blizzard \(youtube.com\)](#)

[What to do if you're stuck on the road - YouTube](#)



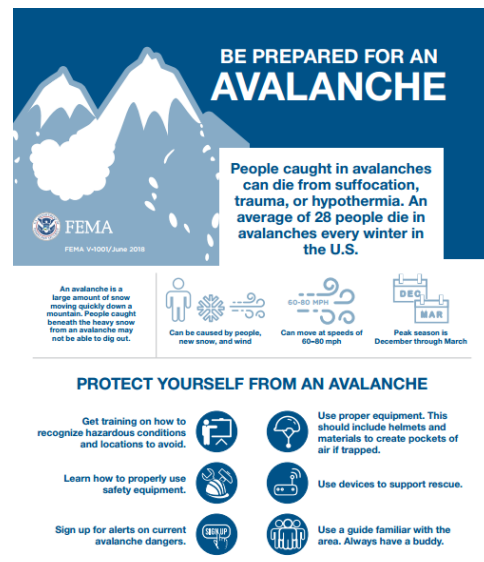


### [How to prepare for winter storm \(youtube.com\)](https://www.youtube.com/watch?v=...)

Working in 4 groups, the participants will design a poster with protection measures in case of snowstorm, freezing rain, avalanche, blizzard.



Models:



### HOW TO STAY SAFE WHEN A WINTER STORM THREATENS



**Prepare NOW**

Know your area's risk for winter storms. Extreme winter weather can leave communities without utilities or other services for long periods of time.

Prepare your home to keep out the cold with insulation, caulking, and weather stripping. Learn how to keep pipes from freezing. Install and test smoke alarms and carbon monoxide detectors with battery backup.

Pay attention to weather reports and warnings of freezing weather and winter storms. Sign up for your community's warning system. The Emergency Alert System (EAS) and National Oceanic and Atmospheric Administration (NOAA) Weather Radio also provide emergency alerts.

Gather supplies in case you need to stay home for several days without power. Keep in mind each person's specific needs, including medication. Do not forget the needs of pets. Have extra batteries for radios and flashlights.

Create an emergency supply kit for your car. Include winter clothes, sand, a flashlight, warm clothes, blankets, bottled water, and non-perishable snacks. Keep the gas tank full.

Learn to identify the signs of and basic treatments for frostbite and hypothermia. For more information, visit: [www.fema.gov/fema/winter/staysafe/index.html](http://www.fema.gov/fema/winter/staysafe/index.html).

**Survive DURING**

Stay off roads if at all possible. If trapped in your car, stay inside. Limit your time outside. If you need to go outside, wear layers of warm clothing. Watch for signs of frostbite and hypothermia.

Avoid carbon monoxide poisoning. Only use generators and grills outdoors and away from windows. Never heat your home with a gas stove or oven.

Reduce the risk of a heart attack. Avoid overexertion when shoveling snow.

Watch for signs of frostbite and hypothermia and begin treatment right away.

Check on neighbors. Older adults and young children are more at risk in extreme cold.

**Recognize + RESPOND**

Frostbite causes loss of feeling and color around the face, fingers, and toes.

Signs: Numbness, white or grayish-yellow skin, and firm or waxy skin.

Actions: Go to a warm room. Soak in warm water. Use body heat to warm. Do not massage or use a heating pad.

Hypothermia is an unusually low body temperature. A temperature below 95 degrees is an emergency.

Signs: Shivering, exhaustion, confusion, fumbling hands, memory loss, slurred speech, and drowsiness.

Actions: Go to a warm room. Warm the center of the body first—chest, neck, head, and groin. Keep dry and wrapped up in warm blankets, including the head and neck.

**Take an Active Role in Your Safety**

Go to [Ready.gov/winter-weather](http://Ready.gov/winter-weather). Download the FEMA app to get more information about preparing for a winter storm.

### HOW TO STAY SAFE WHEN AN AVALANCHE THREATENS



**Prepare NOW**

Learn about your local avalanche risk.

Sign up for alerts from a U.S. Forest Service Avalanche Center near you. Your community may also have a local warning system.

Learn the signs of an avalanche and how to use safety and rescue equipment.

Take first aid training to recognize and treat suffocation, hypothermia, traumatic injury, and shock.

Travel with a guide who knows the locations to avoid. Always travel in pairs.

Follow avalanche warnings on roads. Roads may be closed or vehicles may be advised not to stop on the roadside.

Know the signs of increased danger, including recent avalanches and shooting cracks across slopes. Avoid areas of increased risk like slopes steeper than 30 degrees or areas downhill of steep slopes.

**Survive DURING**

Wear a helmet to help reduce head injuries and an avalanche beacon to help others locate you.

Use an avalanche airbag that may create air pockets to give you more space to breathe and help you from being completely buried.

Carry a collapsible avalanche probe and a small shovel to help rescue others.

If your partner or others are buried, call 911 and then begin to search. Treat others for suffocation, hypothermia, traumatic injury, or shock.

**Be Safe AFTER**

Know the signs and ways to treat hypothermia.

Hypothermia is an unusually low body temperature. A body temperature below 95 degrees is an emergency.

Signs: Shivering, exhaustion, confusion, fumbling hands, memory loss, slurred speech, and drowsiness.

Actions: Go to a warm room or shelter. Warm the center of the body first—chest, neck, head, and groin. Keep the person dry and wrapped up in warm blankets, including the head and neck.

**Take an Active Role in Your Safety**

Go to [Ready.gov/avalanche](http://Ready.gov/avalanche). Download the FEMA app to get more information about preparing for an avalanche. To learn of current avalanche conditions in your area visit [www.avalanche.org](http://www.avalanche.org).

**Activity 4 - What is the impact of the extreme phenomena of the cold season on the physical and mental state of people?**

**Duration: 40 min**

In order to play Bingo the trainer will give each participant a card:





| <b>B</b>                   | <b>I</b>                           | <b>N</b>                     | <b>G</b>                | <b>O</b>                   |
|----------------------------|------------------------------------|------------------------------|-------------------------|----------------------------|
| <b>Consequences</b>        | <b>Hypothermia</b>                 | <b>Isolation</b>             | <b>Depression</b>       | <b>Winter blues</b>        |
| <b>Strategies</b>          | <b>Layer clothing</b>              | <b>Stay active</b>           | <b>Warm beverages</b>   | <b>Socialize</b>           |
| <b>Physical Well-being</b> | <b>Frostbite</b>                   | <b>Dry skin</b>              | <b>Chapped lips</b>     | <b>Sluggish metabolism</b> |
| <b>Mental Well-being</b>   | <b>Seasonal Affective Disorder</b> | <b>Cabin fever</b>           | <b>Anxiety</b>          | <b>Stress</b>              |
| <b>Resilience</b>          | <b>Adaptation</b>                  | <b>Strong support system</b> | <b>Positive mindset</b> | <b>Self-care</b>           |

The participants will tick, in turn, the box with the answer to the following questions:

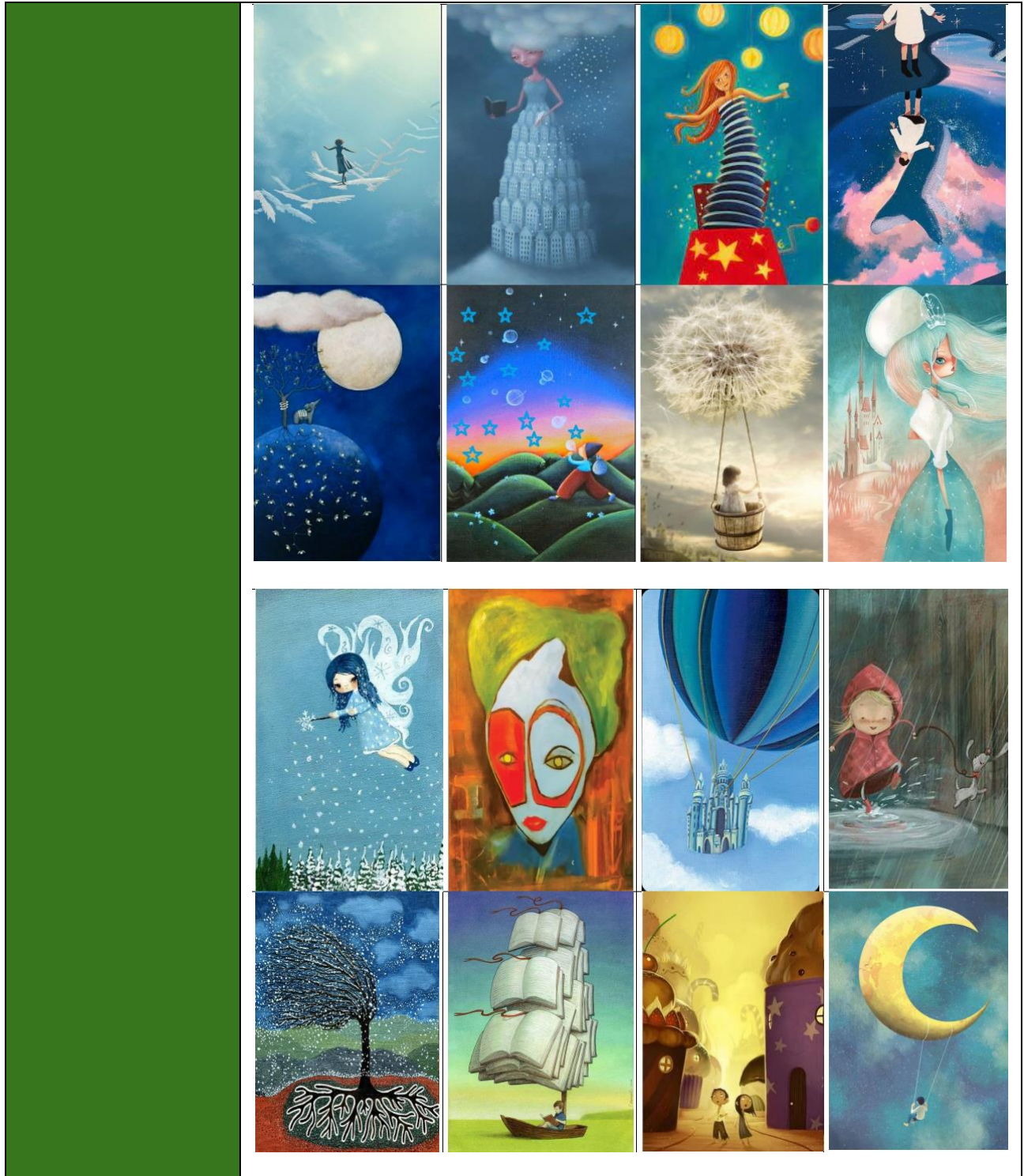
Call Sheet:

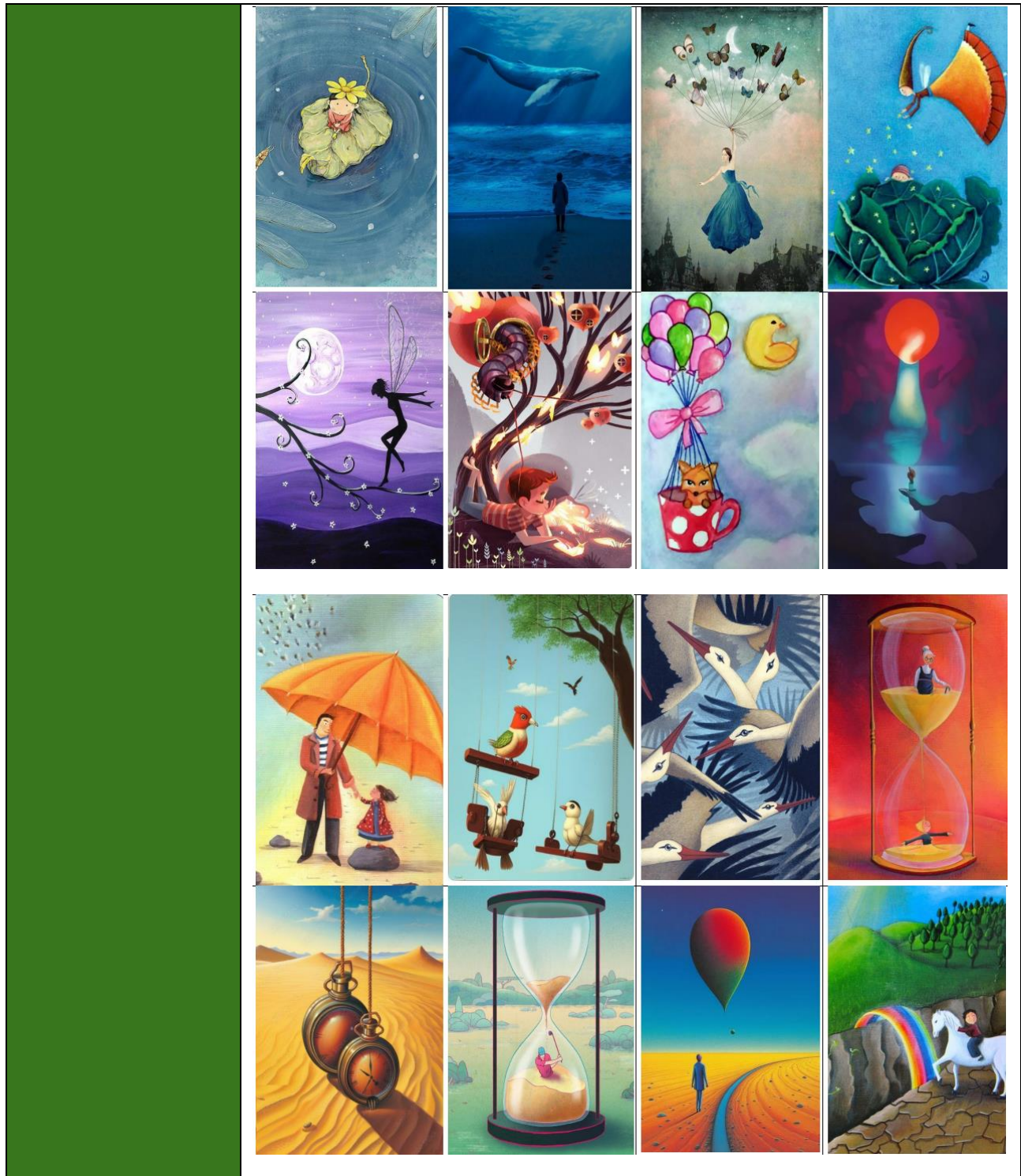
1. What are some potential consequences of extreme cold weather on individuals' physical and mental well-being?
2. How can individuals cope with and maintain their overall health and resilience during extreme cold weather?
3. What are some strategies for preventing hypothermia and frostbite in extreme cold weather?
4. How does extreme cold weather affect individuals' metabolism and physical energy levels?
5. What are some potential mental health issues that can arise during extreme cold weather?
6. How can individuals combat feelings of isolation and cabin fever during extreme cold weather?
7. What are some self-care practices that can help maintain mental well-being during extreme cold weather?
8. How can individuals maintain a positive mindset and avoid seasonal affective disorder during winter months?
9. What are some ways to stay active and exercise during extreme cold weather?

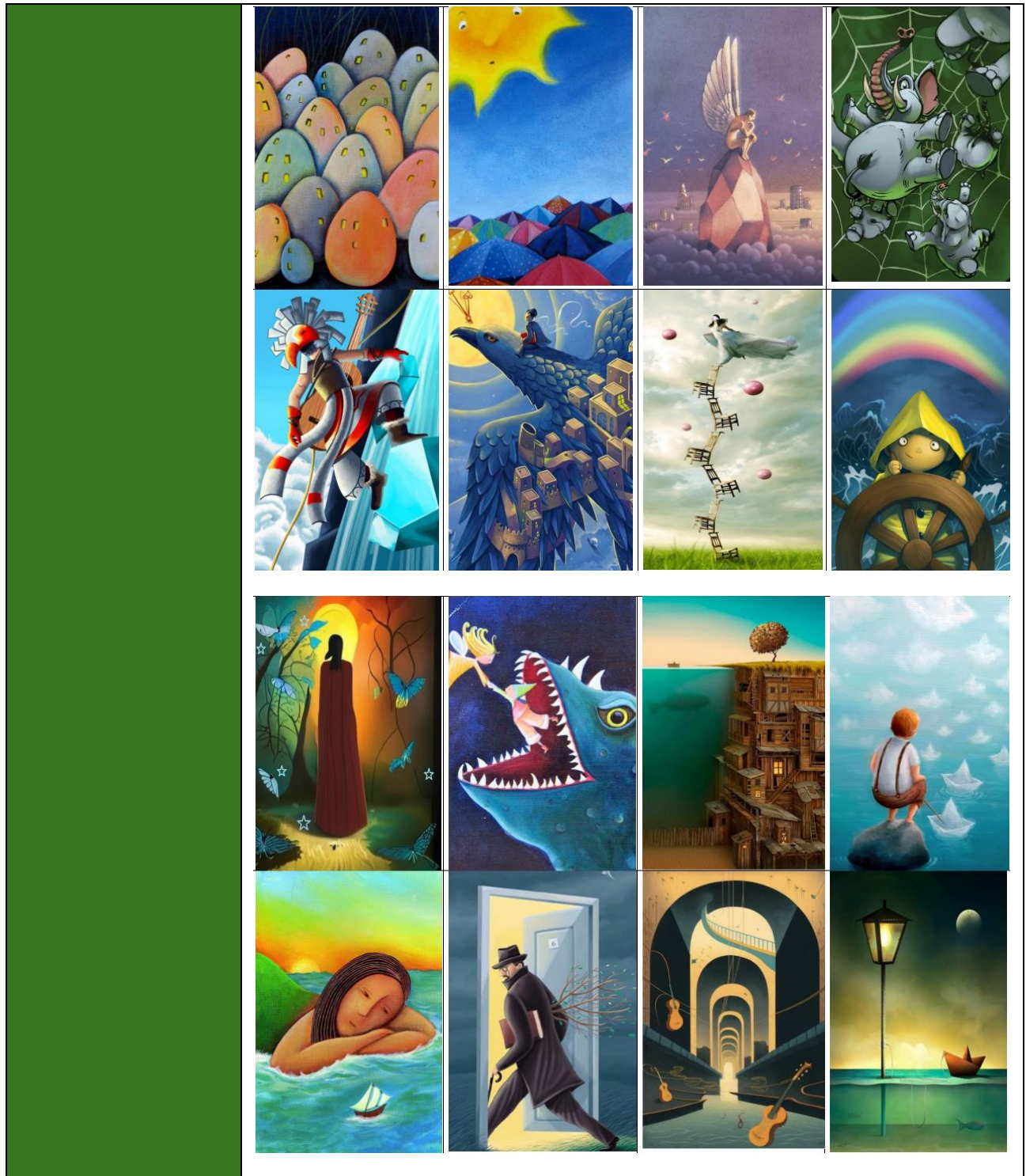




|                                              |                                                                                                                                                                                                                                                       |
|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                              | <p>10. How can individuals ensure they have a strong support system to help them through extreme cold weather?</p> <p>The winner is the one who ticks all the boxes and shouts BINGO</p>                                                              |
| <p><b>KEEPING<br/>LEARNERS<br/>SAFE:</b></p> | <ul style="list-style-type: none"> <li>● Ensure that access to the activity is available for all.</li> <li>● Ensure a room large enough to allow mobility for all learners.</li> <li>● Ensure enough resources and materials for everyone.</li> </ul> |
| <p><b>EVALUATION OF THE<br/>MODULE:</b></p>  | <p>Trainer will propose some moments for reflection and feedback:</p> <p>The participants will choose one creative card and will give feedback starting from that card:</p> <div data-bbox="501 816 1455 1499"> </div>                                |









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|  |                                                                                                                                                                                                               |  |  |  |
|  | <div><b>REFERENCES</b><br/>:</div> <ul style="list-style-type: none"><li>• NOAA SciJinks. (n.d.). Scijinks.gov. Retrieved 22 May 2024, from <a href="https://scijinks.gov">https://scijinks.gov</a></li></ul> |  |  |  |





- Ningthoujam, N. (2024, January 11). *Cold wave: 6 side effects of extremely cold weather on health*. Healthshots.  
<https://www.healthshots.com/preventive-care/self-care/cold-wave-effects-on-health/>





## 2 MODULE 2: Response and climate action in case of heat waves

This module delivers information about response and climate action in case of heat waves.

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| <b>MODULE 2:</b>            | <b>RESPONSE AND CLIMATE ACTION IN CASE OF HEAT WAVES</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>GENERAL GOAL(S):</b>     | The general aim of the activity is to enhance understanding of natural disasters in case of heatwaves: their causes, impacts, and consequences.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>OBJECTIVES:</b>          | By the end of the module, participants will be able to: <ul style="list-style-type: none"> <li>● To understand the causes and contributing factors of heat waves.</li> <li>● To analyse the consequences and impacts of heat waves in different aspects.</li> <li>● To encourage reflection and discussion on prevention and adaptation measures.</li> </ul>                                                                                                                                                                                                                                                                                                                                |
| <b>METHODS</b>              | <ul style="list-style-type: none"> <li>● Workshops</li> <li>● Debates</li> <li>● Presentations (maps, infographics, news...)</li> <li>● Kahoot</li> <li>● Case study</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>DURATION:</b>            | 3,5 hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>RESOURCES NEEDED:</b>    | <ul style="list-style-type: none"> <li>● Laptop/PC</li> <li>● Video projector/Whiteboard</li> <li>● Internet connection</li> <li>● Pens</li> <li>● Sheets of paper</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>ORDER OF ACTIVITIES:</b> | <p><b>ACTIVITY 1- INTRODUCTION TO HEAT WAVES</b></p> <p><b>1.1. Introduction:</b> The trainer introduces the topic of heat waves and their importance in the context of climate change. He/she will show a news video highlighting one or more recent heat waves and their impacts. You can also provide a brief overview of the causes, consequences and impacts of heat waves.</p> <p><b>1.2 Data presentation and analysis:</b> The trainer will use a presentation with graphs, maps, and official data to elaborate on the causes and contributing factors to heat waves (e.g. changes in weather patterns, urbanisation, deforestation, etc.), analysing the consequences of heat</p> |



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|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>waves in terms of public health, agriculture, environment, economy and society in general.</p> <p><b>1.3 Discussion:</b> Participants will be divided into groups and each group will be assigned a specific aspect to discuss (causes, consequences, impacts). Each group can be provided with a set of guiding questions to guide the discussion, such as the following:</p> <ul style="list-style-type: none"><li>➤ What are the main causes of heat waves and how do they relate to climate change?</li><li>➤ What are the most worrying consequences of heat waves in our region?</li><li>➤ What are the impacts of heat waves on public health and how can these effects be mitigated?</li></ul> <p><b>1.4. Conclusions and reflection:</b> After the group discussion, each group will share their main conclusions and recommendations. This will encourage reflection on the importance of addressing heat waves from a holistic perspective and the need for action at individual, community and governmental levels.</p> <p><b>Duration: 1 hour</b></p> |
|  | <p><b>ACTIVITY 2 - CASE STUDY</b></p> <p><b>2.1. Contextualisation:</b> The trainer briefly describes the case study (example: heat wave in Europe in August 2023), including information on duration, intensity, areas affected and main impacts.</p> <p><b>2.2. Discussion:</b> A discussion will take place among the participants on the information provided. A series of pre-established questions can be used to stimulate and energise the discussion.</p> <p><b>Duration: + 45 min.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|  | <p><b>ACTIVITY 3 - KAHOOT</b></p> <p><b>3.1. Introduction:</b> We start the activity with a brief introduction of how Kahoot works, mentioning that it will be an interactive activity to test knowledge and encourage discussion.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |





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|                                  | <p><b>3.2. Game:</b> The questions will be projected on a large screen so that all participants can see them, answering the questions using their mobile devices or computers.</p> <p><b>3.3. Feedback:</b> After each question, the correct answer will be reviewed, briefly discussing the concepts of information covered.</p> <p><b>Duration: 30 min.</b></p>                                                                                                                                                                                         |
|                                  | <p><b>ACTIVITY 4: SAFETY MEASURES IN SCHOOLS</b></p> <p><b>4.1. Introduction:</b> The trainer will present a list of possible actions that schools can take to reduce the impact of heat waves.</p> <p><b>4.2. Debate:</b> Participants will form small groups in which they will discuss these proposals or other new ideas, considering their cost, benefits and feasibility.</p> <p><b>4.3. Action Plan:</b> Each group will develop a detailed action plan to implement the priority measures in their school.</p> <p><b>Duration: 30-40 min.</b></p> |
| <b>KEEPING LEARNERS SAFE:</b>    | <ul style="list-style-type: none"><li>● Ensure that access to the activity is available for all.</li><li>● Ensure a room large enough to allow mobility for all learners.</li><li>● Ensure enough resources and materials for everyone.</li></ul>                                                                                                                                                                                                                                                                                                         |
| <b>EVALUATION OF THE MODULE:</b> | <p>Trainer will propose some moments for reflection and feedback.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |





### 3 MODULE 3: Response and climate action in case of storms

This module delivers information about response and climate action in case of storms.

|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>MODULE 3:</b>            | <b>RESPONSE AND CLIMATE ACTION IN CASE OF STORMS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>GENERAL GOAL(S):</b>     | <i>The general aim of the activity is to improve the knowledge, skills and competences of secondary school teachers for teaching in an interdisciplinary and game-based manner about strong storms appropriate response and efficient climate change preventing actions</i>                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>OBJECTIVES:</b>          | <p>By the end of the module, participants will be able to:</p> <ul style="list-style-type: none"><li>● Understand how storms are created and their classification</li><li>● Describe the destructive effects on human lives and material goods</li><li>● Organise for an effective response in case of severe storm</li><li>● Plan safe evacuation at school/at home/in nature/in a vehicle</li><li>● Discover approaches and techniques to prevent anxiety and overreaction</li><li>● Have a clear knowledge and skills about the behaviours in case a severe storm</li><li>● Debate mitigation of climate change impact over severe storm occurrence effects on production of severe storms and</li></ul> |
| <b>METHODS</b>              | <ul style="list-style-type: none"><li>● Group work</li><li>● WebQuest</li><li>● Creative presentations</li><li>● Discussion</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>DURATION:</b>            | 3,5 hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>RESOURCES NEEDED:</b>    | <ul style="list-style-type: none"><li>● Laptop/PC</li><li>● Video projector/Whiteboard</li><li>● Internet connection</li><li>● Pens</li><li>● Sheets of paper</li><li>● Glue</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>ORDER OF ACTIVITIES:</b> | <b>Activity 1-</b> Tornadoes and severe storms. What are they? What is their impact? Where can they happen?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |





1.1. The trainer asks participants to visualise on the map <https://eswd.eu/> the main European areas where storms have occurred: lesser whirlwind, gustnado, severe wind, heavy rain, tornadoes, large hail, damaging lightning strikes (10 minutes).

After this short presentation, they will be able to select the types of storms with the "map" tool and view very short movies about them.

Trainees are divided into 5 groups to discover a type of storm and present it to the other groups. Groups are offered to choose according to the criteria:

1. storms on land or at sea (two groups)
2. duration between 2-15 minutes and over 30 minutes
3. water or dust/sand storm
4. storm with water or ice
5. lightning storm or tornado

Every group has to present the main characteristics of the chosen storm (type, probability, localizations, the effects) in 5 minutes.



Photo source: GoodFon

1.2. In order to demonstrate the impact of severe storm, the trainer asks trainees to watch a video and comment it:

[https://store.steampowered.com/app/862800/Storm\\_Chasers/](https://store.steampowered.com/app/862800/Storm_Chasers/)





Trainees are required to continue the web quest and find similar videos that demonstrate the impact of severe storms. The trainer draws conclusions at the end of the activity.

**Duration:** 35 minutes

## **Activity 2** -How to respond in case of a severe storm:

### 2.1. Must & must not in storm situations

The trainer invites the trainees to work in pairs and create a poster with suggestive images containing important recommendations in case of severe storms for their class.

They may use the following poster as model:

<https://www.ready.gov/sites/default/files/2020-03/thunderstorm-information-sheet.pdf>



*Photo source: Pixels*

A worksheet with information that may be used can be found in the training materials section.

### 2.2. Communication plan in case of severe storm

The trainees are divided into 4 groups and are invited to play a simulation game which will reflect their communication plan in case of severe storm:

- at home,
- at school,
- in the nature,





- in a vehicle.

Each group will play roles from which the others will learn what are the dangers to avoid in case of a severe storm and what is the most appropriate communication plan for each situation (10 minutes/group; 5 minutes for preparations, 5 minutes for playing and discussions).

Take into consideration the most important elements of a disaster situation communication plan that you can find in the Training materials.



Photo source: <https://www.lee.edu/emergency/what-to-do/storms/survival-kit/>

### 2.3. Survival kit

The trainer provides each participant a survey where participants should tick the most important items a survival kit should have in case of severe storm. After trainees finish the worksheet, they will check their answers with the correct ones and score their work.

The trainer will invite participants to discuss the mistakes they made and will provide additional information.

**Duration:** 45 minutes

### Activity 3. Evacuation plan in case of severe storm

3.1. The trainer asks students to access a simulator application which can inform about the diameter and speed of a tornado in order to assess the risks of a severe thunderstorm (3 minutes):

<https://scijinks.gov/tornado-simulation/>





*Photo source: Needpix*

3.2. The trainer asks the students to split into 4 groups. Each group will choose a place where they are surprised by a very strong storm: the school classroom, at home, at the mall, in nature (2 minutes).

Each group will receive an envelope with 2 sets of paper cuts, SEVERE STORMS RISKS and ITEMS NEEDED. They should discuss and choose the relevant pieces of paper according to their situation, then stick with glue the pieces in the worksheets.

3.3 Each group will discuss and establish an evacuation plan in order to maintain the safety of themselves and those they are together with at the moment the storm starts and play a simulation game according to the worksheet Evacuation Plan.

Group discussion: each group will explain how they organised, how they chose and assumed tasks, how they felt performing their role, they will self-evaluate their evacuation plan and make proposals for improvement.

**Duration:** 45 minutes

**Activity 4.** Appropriate emotional response during and after a severe storm

4.1. The trainer invites participants to split in 4 groups, make a web quest and fill in one worksheet per groups in a very explicit and attractive way:

Group 1. Astraphobia



Group 2. Post-traumatic stress disorder (PTSD)

Group 3. How to handle emotional stress during a storm

Group 4. How to recover emotionally after a severe storm

Each group will stick the posters/worksheets on the Severe Storms wall for the other participants to read them. Each group is also required to create a podcast of maximum 2 minutes. (20 minutes)



*Photo source: NeedPix*

4.2. The trainer asks participants to watch the Extreme Storm film trailer (2 minutes): <https://youtu.be/kgi2aNpV6M>

Then, the trainer invites participants to a short brainstorming (8 minutes):

- Identify emotions during the storm
- How are they?
- How do they make you feel?

The trainer draws some conclusions: emotions are intense and unpredictable. Some people may feel anxiety, nervousness, being overwhelmed or grief-stricken, irritable or moody. Some people may overreact and oversleep, while others experience a loss of sleep and loss of appetite. Sirens, loud noises, burning smells, or other environmental sensations may stimulate memories of the disaster creating heightened anxiety, more frequent disagreements with family members and colleagues, withdrawn, isolated, or disengaged from your usual social activities, headaches, nausea, and chest pain.





**Activity 5.** What is the impact of climate change on the occurrence of severe storms and how can we mitigate it?

The trainer invites participants to explore (individually) the factors which can contribute to climate change (5 minutes):

<https://www.carbonbrief.org/mapped-how-climate-change-affects-extreme-weather-around-the-world/>



*Photo source: Easy-Peasy.AI*

Then the trainer invites participants to create a mind map on paper or online on canva.com or other similar websites about **Severe storms** in which to discuss climate change impact on severe storms and ways to mitigate their effect.

In the end, the group discusses the mind map created and posts it.

**Duration:** 45 minutes

**KEEPING  
LEARNERS  
SAFE:**

- Ensure that access to the activity is available for all.
- Ensure a room large enough to allow mobility for all learners.
- Ensure enough resources and materials for everyone.





## EVALUATION OF THE MODULE:

The trainer will propose some self-evaluation questions. Only one answer is correct:

*1. What is a good way to be prepared for a severe storm?*

- a. Having a plan and not sharing it with anyone
- b. Ignore weather reports. They are usually wrong anyways.
- c. Having an evacuation plan and keeping an emergency kit somewhere easily accessible.

*2. What of these you should not do in storm situations?*

- a. Stay in contact with water
- b. Avoid staying near the windows
- c. Turn the radio/TV on so that to be informed

*3. What of these should you do in storm situations?*

- a. Keep your laptop charger and other electronics plugged out
- b. Stay under tall trees
- c. Avoid touching anything of metal or electrical.

*4. What are the 5 most important items a storm safety kit should contain?*

- a. Chess game, water, food, flashlight, can opener
- b. Water, food, can opener, medicine, flashlight
- c. Emergency kit, food, personal documents, money, radio

*5. What is astraphobia?*

- a. Fear of thunders and lightning
- b. A plant
- c. A medicine





## 4 MODULE 4: Response and climate action in case of earthquakes

This module delivers information about response and climate action in case of an earthquake.

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| <b>MODULE 4:</b>        | <b>RESPONSE AND CLIMATE ACTION IN CASE OF EARTHQUAKES</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>GENERAL GOAL(S):</b> | <p>The general aim of the Response and climate action in case of earthquake activity is to equip participants with the necessary skills and knowledge to effectively respond to earthquakes, while also considering the broader context of climate resilience. The course aims to provide comprehensive training on emergency preparedness, response strategies, and recovery processes, emphasising the integration of climate change adaptation into disaster risk management.</p> <p>Participants will learn about the latest techniques in earthquake preparedness, including how to conduct risk assessments, develop emergency plans, and implement early warning systems. The training will also cover sustainable rebuilding practices that enhance resilience to future earthquakes and climate-related impacts.</p> <p>By the end of the course, participants will be able to not only react swiftly and effectively in the event of an earthquake but also contribute to long-term community resilience against ongoing climate challenges. This dual focus on immediate response and proactive climate action ensures that the training is relevant in today's rapidly changing environmental landscape.</p> |
| <b>OBJECTIVES:</b>      | <p><b>The concrete objectives of this course are as follows:</b></p> <ul style="list-style-type: none"><li>● To educate participants on the fundamentals of seismology, the impacts of earthquakes, and the interconnections between seismic activities and climate change.</li><li>● To train participants to effectively assess earthquake risks using scientific and technological tools, enabling them to identify vulnerable areas and populations.</li><li>● To equip participants with the skills to develop and implement comprehensive emergency response plans that include evacuation procedures, resource management, and safety protocols.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |



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|                 | <ul style="list-style-type: none"><li>● To instruct participants on how to integrate climate change adaptation strategies into earthquake response and recovery plans to build long-term resilience.</li><li>● To foster skills in community mobilisation and public education to ensure community-level preparedness and awareness, enhancing the overall response capacity.</li><li>● To teach sustainable rebuilding techniques that not only restore communities post-disaster but also strengthen them against future earthquakes and climate-related challenges.</li><li>● To provide guidance on formulating policies that support disaster risk reduction and climate change adaptation, encouraging proactive governance and institutional readiness.</li><li>● To create a cadre of professionals well-versed in both immediate disaster response and the integration of climate considerations into long-term planning and recovery efforts.</li></ul>                                                                                                                                                                                                                                          |
| <b>METHODS:</b> | <p><b>The key NFE methods employed in the training course:</b></p> <ul style="list-style-type: none"><li>● <b>Interactive Workshops:</b> These sessions will involve hands-on activities where participants engage in simulated scenarios to practise earthquake response and mitigation strategies. This method will help in reinforcing learning through practical application.</li><li>● <b>Group Discussions:</b> Facilitated discussions will encourage participants to share their experiences and ideas on integrating climate action with earthquake preparedness. This peer learning approach will enhance understanding through diverse perspectives.</li><li>● <b>Role-playing Games:</b> Participants will assume roles in disaster response situations, which helps them understand the complexities of decision-making under pressure and the importance of effective communication and teamwork.</li><li>● <b>Case Studies:</b> Analysis of real-world cases of earthquake response and recovery will examine what worked and what didn't. This method will help participants learn from past incidents and understand the implications of climate change on disaster resilience.</li></ul> |





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|                          | <ul style="list-style-type: none"><li>● <b>Field Visits or Watch VIDEOS:</b> On-site visits to areas previously affected by earthquakes will provide participants with real-world insights into effective response strategies and the long-term impacts of reconstruction efforts.</li><li>● <b>Project-Based Learning:</b> Participants will undertake projects that require them to develop and present plans that address specific aspects of earthquake preparedness and climate resilience. This will encourage practical application of knowledge and skills.</li><li>● <b>Expert Lectures:</b> Sessions led by experts in seismology, climate science, disaster management, and policy development will provide authoritative insights into cutting-edge practices and theories.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>DURATION:</b>         | 3,5 hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>RESOURCES NEEDED:</b> | <p><b>Here are some essential NFE tools and resources for this course:</b></p> <ul style="list-style-type: none"><li>● <b>Simulation Software:</b> Advanced simulation tools that model earthquake scenarios and their impact, allowing participants to analyse and respond to various situations in a controlled, virtual environment.</li><li>● <b>Educational Kits:</b> Comprehensive kits including manuals, guidelines, and checklists specifically designed to aid in earthquake preparedness and climate adaptation strategies.</li><li>● <b>Multimedia Presentations:</b> Use of videos, animations, and infographics that illustrate seismic processes, disaster response tactics, and climate adaptation measures.</li><li>● <b>Interactive Whiteboards:</b> Technology-enhanced boards to facilitate collaborative learning, mapping exercises, and strategy planning during workshops.</li><li>● <b>Community Engagement Tools:</b> Resources such as role-playing cards, group activity materials, and public engagement strategies to involve local communities in practical exercises.</li><li>● <b>Feedback and Evaluation Tools:</b> Tools such as surveys and feedback forms that help in assessing the effectiveness of the training</li></ul> |



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|                             | and making necessary adjustments to the curriculum.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>ORDER OF ACTIVITIES:</b> | <p><b>Activity 1- Earthquakes. What are they? What is their impact? Where can they happen?</b></p> <p>This workshop aims to deepen participants' understanding of earthquakes, their effects and geographical formations within the scope of the "Earthquake Response and Climate Action" Training Course.</p> <p><b>The facilitator asks</b> all participants to give their own definition of what an earthquake is. This exercise will help gauge the group's current knowledge and will provide a basis for detailed discussions.</p> <p><b>Participants will be divided</b> into four groups. Each group will be given specific earthquake-related topics. The aim will be to facilitate focused discussions and collaborative learning.</p> <p><b>Each group will discuss</b> and list the effects of earthquakes, considering both immediate and long-term effects on the environment, infrastructure and communities.</p> <p><b>Groups will prepare</b> a visual presentation or short report summarising the effects of the earthquake.</p> <p><b>Geographic Distribution Discussion:</b></p> <p>The groups will discuss and identify areas where earthquakes are most likely to occur, using maps in their countries (and partner countries if necessary) and global seismic activity data.</p> <p><b>Each group will create</b> a map highlighting active seismic areas in partner countries and discuss why these areas are prone to earthquakes.</p> <p><b>Each group will present</b> their findings to the other participants. This will not only strengthen their understanding but also encourage knowledge sharing among all participants.</p> |





In this session of the "Earthquake Response and Climate Action" Training Course, the trainers will explain the severe effects of the earthquake through a video demonstration. Participants will be asked to watch a carefully selected video depicting real-life scenarios following a significant seismic event.

Following the viewing, discussions will be encouraged about the visible impacts on infrastructure, the environment and human life captured in the footage.

This exercise aims to foster a deeper understanding of the immediate and enduring challenges posed by earthquakes, improving participants' skills in analysing and responding effectively to such disasters.

**BEFORE and AFTER the Earthquake:** <https://youtu.be/4-cfjVrWvdU?si=Q7bo42nRYe1qy6KO>



### Activity 1/1 : VIDEOS

Facilitators will encourage participants to share their feedback after watching earthquake videos and to facilitate a meaningful discussion about earthquake preparedness and response.

Handouts with key points on earthquake preparedness and response

Videos on earthquake scenarios (pre-watched by participants)

Play selected videos that depict earthquake real time events

Ensure videos cover a range of topics, during-quake actions and post-quake safety.





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|  | <p>Ask participants to write down key points or questions on Post-it notes and place them on a whiteboard or flipchart.</p> <p>Summarise common themes and important tips .</p> <p>Provide each participant with a feedback form.</p> <p>Encourage participants to write down their immediate thoughts, feelings, and any questions that arose while watching the videos.</p> <p><b>AFTER the Earthquake HUGE impact:</b><br/><a href="https://youtu.be/1K546iwygx4?si=7PR0pz76WRkdtBEq">https://youtu.be/1K546iwygx4?si=7PR0pz76WRkdtBEq</a></p> <p><b>This is how the earthquake moments were reflected on security cameras:</b><br/><a href="https://youtu.be/EPGP1frYAg4?si=-Pi3LI1qKHyDKD8S">https://youtu.be/EPGP1frYAg4?si=-Pi3LI1qKHyDKD8S</a></p> <p><b>European SOLIDARITY through European countries:</b><br/><a href="https://youtu.be/yMYvVxR33_w?si=eNhpu7tY5xETUBFl">https://youtu.be/yMYvVxR33_w?si=eNhpu7tY5xETUBFl</a></p> <p><b>RESCUE Teams from European Countries shot a documentary of miraculous rescues:</b><br/><a href="https://youtu.be/3D6nu6eW80c?si=xUsBdGWiTBM_XcUN">https://youtu.be/3D6nu6eW80c?si=xUsBdGWiTBM_XcUN</a></p> <p><b>Little Hazal, who was pulled from the rubble, asked "Will you drink water?" His answer to the question was touching:</b><br/><a href="https://youtu.be/UUR7lszOb80?si=jH40AUf7XWjV85N6">https://youtu.be/UUR7lszOb80?si=jH40AUf7XWjV85N6</a></p> <p>Facilitators will provide feedback and additional information as needed, ensuring a comprehensive understanding of earthquakes, their impacts, and their global occurrence.</p> <p><b>Duration:</b> 30 minutes</p> |
|  | <p><b>Activity 2 - How to respond in case of a severe Earthquake:</b></p> <p>Participants will prepare a poster with suggestive "DOes" and "DONTs" images containing important recommendations in case of a severe earthquake.</p> <p>The trainers will begin with a brief presentation on effective earthquake response strategies, highlighting safety precautions and immediate actions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |





Participants will be divided into groups and provided with materials to design informational posters. Each poster must have both a 'Must' (actions recommended) and 'Must' (actions to avoid) sections; illustrated with clear, effective visuals and short texts.

Suggestions for the 'must' section might include hiding under sturdy furniture, staying inside until the shaking is over, and preparing an emergency kit.

The 'Don'ts' section should warn against using lifts, standing near windows or running outside during shaking.

Groups will present their posters to the entire class and explain the reasoning behind their chosen recommendations.



### Earthquake Grandfather Ahmet Mete Işıkara - Earthquake Cartoon

**This is a fact. There will be an earthquake "Be Prepared":**

<https://youtu.be/8MJ31c6vOkQ?si=h5-TLASwU1rMaG61>

**Earthquake Grandpa tells about the Earthquake:**

[https://youtu.be/6JS9DBcxfb4?si=6OY-0dsGFcigd\\_KZ](https://youtu.be/6JS9DBcxfb4?si=6OY-0dsGFcigd_KZ)

### 2/1 ROLE PLAYING

This activity aims to equip participants with the practical skills and responses necessary to respond safely and effectively to a severe earthquake. Through role-play scenarios, participants will experience the urgency and decision-making required during an earthquake and improve their preparedness and response skills.

Participants will be divided into groups and each will be given different environments in which an earthquake could occur: at home, at work, in a public space, and in a vehicle. Each group will be presented with a specific scenario detailing the time of day, the environment, and the immediate challenges they face during the earthquake.





In each group, participants will be assigned roles such as family member, office manager, spectator, or driver. The roles are designed to encourage participants to think critically about the actions they will take in set situations.

Groups will realise their scenarios and make decisions about how best to respond to the earthquake. Actions will include “Drop, Cover and Wait,” evacuation procedures and emergency communications.

Following the role play, each group will discuss actions taken, decisions made, and lessons learned. A facilitator will provide feedback, highlighting effective strategies and areas for improvement.

### **2/3 Communication plan in case of severe earthquake**

**Task:** Participants are divided into four groups and each will be assigned a specific environment:

House-School-Nature-Vehicle

**Objective:** To investigate and address the unique communication challenges specific to different environments during earthquakes.

#### **Role Playing Simulation Game:**

**Task:** Each group will develop a scenario-based role play that reflects the communication plan of their assigned environment during a severe earthquake.

**Home Group:** Focuses on family communication and emergency communication plans.

**School Group:** Deals with student-teacher communications and emergency broadcast systems.

**Nature Group:** Addresses communications without a stable infrastructure using mobile devices and portable radios.

**Vehicle Group:** Discusses communication strategies while on the road, including vehicle radios and cell phones.





Through role playing, participants will demonstrate communication strategies, identify potential hazards and effective practices.

### **Presentation and Feedback:**

Each group will present its role play to the other participants, demonstrating their communication plan and the rationale behind it. Allowing participants to learn from each scenario, discuss what worked well and what could be improved.



### **2/4 SCENARIO CARDS:**

Facilitators will use Scenario cards describing different earthquake situations to accelerate discussions and planning during the workshops.

#### **Card 1: Home Scenario**

**Situation:** An earthquake hits at 2 AM while your family is asleep. Power is out, and cell service is intermittent.

#### **Task:**

- Confirm the safety of all household members.
- Send a predetermined safe signal to out-of-town contact.
- Use a battery-powered radio to get updates.

#### **Card 2: Workplace Scenario**

**Situation:** You are at work when a severe earthquake causes significant building damage.





### Tasks:

- Account for all staff using the internal communication tool.
- Coordinate with emergency services.
- Communicate evacuation plans to all employees via emergency intercom.

### Card 3: School Scenario

**Situation:** An earthquake occurs during school hours. Many parents are trying to contact the school.

### Tasks:

- Establish a communication post at a safe location.
- Use the school's emergency notification system to inform parents of students' status.
- Organise a safe dismissal under the supervision of designated personnel.

### Card 4: Community Center Scenario

**Situation:** An earthquake has disrupted a community event, causing panic and confusion.

### Tasks:

- Use community loudspeakers to direct attendees to safety zones.
- Establish a temporary command centre to coordinate with local emergency services.
- Update the community through social media and community apps on ongoing safety measures.

### 2.5 Survival kit



Survival emergency kit



National preparedness month (NPM) vector banner, poster, card,





Photo from **istockphoto.com**

### **Preparing a "Survival Kit" for Earthquakes**

The facilitator explains the critical role of a survival kit in earthquake preparedness, outlining the potential scenarios where these kits become essential.

Each participant will receive a worksheet listing various items that could be included in a survival kit. Participants are asked to tick the items they believe are most important for an earthquake survival kit.

Items Include: Water, non-perishable food, first aid kit, flashlight, batteries, whistle, dust mask, emergency blanket, etc.

After completing the worksheet, participants will compare their selections with a prepared list of essential items, scoring their own work.

Participants will discuss the items they missed or mistakenly included. The facilitator provides additional information on each essential item, explaining its use and importance. The workshop will wrap up with a summary of key takeaways about building an effective earthquake survival kit.

Participants will leave with enhanced knowledge and a checklist that can guide them in preparing their own kits at home or in the workplace..

**Duration:** 45 minutes

### **Activity 3. Evacuation plan in case of Earthquake**

This activity is designed to educate participants about the critical components of an effective evacuation plan in the event of an earthquake. It aims to ensure that all participants can evacuate high-risk areas safely and efficiently, understand safe routes and know the location of designated safe zones.

The facilitator introduces the basic elements of an earthquake evacuation plan, including identifying safe exits, assembly points, and routes away from buildings and other structures likely to collapse.





### **Mapping Exercise:**

Participants will be presented with maps of their local area or typical community patterns. They will be instructed to mark evacuation routes and safe assembly points, taking into account potential obstacles and hazards.

### **Role Playing Exercise:**

In a controlled environment, participants will practise evacuating quickly and safely using the routes and methods discussed.

To simulate real-world conditions, this exercise will test the effectiveness of the evacuation plan and the participants' readiness to react under stress.

Following the exercise, participants will meet to discuss the evacuation process, share their experiences and provide feedback on what worked well and what could be improved. This reflective session will allow for collective learning and adjustments to the evacuation plan, ensuring that all participants can contribute to and benefit from the knowledge shared.

The activity will conclude with a summary of key points and a reminder of the importance of regularly reviewing and implementing the evacuation plan to ensure it remains effective in the event of an actual earthquake.

Participants will be encouraged to take this information into their homes, workplaces and communities to increase preparedness.

**Duration:** 45 minutes

### **Activity 4: ECO-RESILIENCE**

The facilitator begins by defining earthquake mitigation and adaptation and will highlight the importance of these strategies in reducing risk and increasing resilience, creating a foundational understanding to guide the development and implementation of practical measures.

### **Mitigation Techniques:**

Participants will brainstorm about building codes, retrofit practices, land use planning and the development of infrastructure designed to withstand earthquakes. They will develop techniques that can prevent or reduce physical damage caused by earthquakes.





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|  | <p>Participants attend a workshop where they will apply what they have learned to create a comprehensive plan that includes both mitigation techniques and adaptation measures for a hypothetical community.</p> <p>Divide participants into teams to work on designing a comprehensive earthquake preparedness plan for a model community. This method promotes teamwork and practical application of theoretical knowledge.</p> <p><b>4/1 Role-play exercise:</b></p> <p>In role-play exercise, participants will practise responding to simulated earthquake scenarios using the mitigation and adaptation strategies discussed. They will test the effectiveness of their strategies in a controlled, real-time environment.</p> <p>The event will culminate with a debriefing session where attendees reflect on their experiences, discuss which strategies worked best during simulations, and consider how these approaches can be applied in real-world settings.</p> |
|  | <p><b>Activity 5 : Policy, Governance, and local Community Engagement during Earthquakes</b></p> <p>This activity aims to educate participants on the essential roles of policy, governance and community participation in effectively managing earthquake risks. It is designed to highlight how structured collaboration and communication can increase resilience to disasters.</p> <p><b>Activities</b></p> <p><b>Introduction to Politics and Governance:</b></p> <p>Facilitators will provide an overview of the role policies and governance play in earthquake preparedness and response. Participants learn about international, national and local regulations affecting disaster management. This will establish an understanding of how structured policy and effective management can guide successful earthquake response and mitigation efforts.</p> <p><b>Interactive Policy Workshop:</b></p>                                                                 |



|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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|                                  | <p>Participants will be divided into groups to develop hypothetical policies that could be implemented to improve earthquake preparedness and response at various levels of government. This workshop will encourage creative thinking and practical application of policy making in disaster management.</p> <p><b>Role Playing Governance Scenarios:</b></p> <p>Groups will participate in role-playing exercises in which they role-play government officials responding to a simulated earthquake scenario. This will demonstrate the complexity and challenges of decision-making during Disasters and the importance of robust governance structures.</p> <p><b>Community Engagement Discussion:</b></p> <p>A panel discussion or guest speaker session focusing on successful case studies where local community participation has significantly impacted earthquake resilience will demonstrate practical examples of community engagement and its benefits for enhancing overall disaster preparedness and response capabilities.</p> <p><b>Activity 5/1 : Community Initiatives Group Project:</b></p> <p>Each group will design a community engagement plan that includes education, training, and collaborative projects to increase earthquake preparedness. This will improve understanding of how Community initiatives can be integrated into broader disaster management strategies.</p> <p><b>Activity 5/2 : Engagement Toolkit:</b> Toolkit containing guidelines, checklists, and strategies to effectively engage communities in earthquake preparedness initiatives will be distributed.</p> |
| <b>KEEPING LEARNERS SAFE:</b>    | <ul style="list-style-type: none"><li>● Ensure that access to the activity is available for all.</li><li>● Ensure a room large enough to allow mobility for all learners.</li><li>● Ensure enough resources and materials for everyone.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>EVALUATION OF THE MODULE:</b> | <p>The trainer will propose some self-evaluation questions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |





## 5 MODULE 5: Response and climate action in case of floods

This module delivers information about response and climate action in case of floods

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| <b>MODULE 5:</b>            | <b>RESPONSE AND CLIMATE ACTION IN CASE OF FLOODS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>GENERAL GOAL(S):</b>     | The general aim of the activity is to help students and teachers learn about floods, raise awareness about flood preparedness, and how we can stay safe during a severe flood situation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>OBJECTIVES :</b>         | <p>This module aims to :</p> <ul style="list-style-type: none"><li>● Equip students and teachers with the knowledge to take immediate and effective actions during a flood.</li><li>● Foster skills related to emergency preparedness and response.</li><li>● Encourage a community-wide approach to disaster preparedness.</li><li>● Cultivate resilience by integrating flood response strategies into everyday learning and activities.</li><li>● Link flood education to broader environmental and sustainability education.</li><li>● Engage students in learning through workshops that cover flood preparedness, emergency kit assembly, and survival skills.</li><li>● foster a culture of preparedness and responsibility that extends beyond the classroom, making schools pivotal players in disaster risk reduction.</li></ul> |
| <b>METHODS</b>              | <ul style="list-style-type: none"><li>● Game-based Activities</li><li>● Presentation</li><li>● Team-work projects</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>DURATION:</b>            | 3,5 hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>RESOURCES NEEDED:</b>    | Mentioned in each activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>ORDER OF ACTIVITIES:</b> | <p><b>Activity 1- Duration: 2 hours</b></p> <p>Game-Based Activity for Flood Preparedness: "Flood Escape Challenge"</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |





## Overview

This activity involves a mix of digital and real-world elements to simulate flood scenarios, requiring students to make quick decisions, plan escape routes, and apply their knowledge of flood safety in a controlled, competitive environment.

## Objectives

- To understand the importance of quick and effective decision-making during a flood.
- To apply knowledge of flood safety measures practically.
- To enhance teamwork and problem-solving skills under pressure.

## Materials Needed

- A classroom or gym space large enough to simulate different areas of a town.
- Props to designate various zones (e.g., homes, schools, evacuation centres).
- Flashcards with different flood scenarios and challenges.
- Prizes for the winning team (optional).

## Setup

### 1. Prepare the Play Area:

- Arrange the classroom or gym into different zones that represent parts of a town, such as residential areas, schools, a river, and safe high grounds.
- Use props like chairs, tables, and coloured tape on the floor to mark different areas.

### 2. Develop Scenarios:

- Create a set of flashcards that describe various flood scenarios. Each card should pose a challenge or decision that affects the players' progress in the game. Examples include:
- "The river is rising, and your route is blocked. Find an alternative route to reach higher ground."
- "You hear a flood warning on the radio. Decide as a team





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|  | <p>whether to evacuate now or wait for more information."</p> <ul style="list-style-type: none"><li>• "A team member is injured. Assign someone to aid them to the evacuation centre without using the main route."</li></ul> <p>3. Rules and Objectives:</p> <ul style="list-style-type: none"><li>• Teams must navigate from their starting point (home) to the evacuation centre (safe zone) using the safest and quickest route possible.</li><li>• They must solve challenges along the way, which may involve detours, helping others, or gathering essential items.</li><li>• The game is timed, and the team that reaches the safe zone first with the most challenges solved wins.</li></ul> <p>Game Play</p> <p>1. Start the Game:</p> <ul style="list-style-type: none"><li>• Divide students into small teams.</li><li>• Give each team their first scenario card and have them plan their initial move.</li></ul> <p>2. Progress Through Challenges:</p> <ul style="list-style-type: none"><li>• As teams move through the course, they draw additional scenario cards from designated 'challenge stations' set up around the play area.</li><li>• Each challenge requires decision-making and problem-solving, simulating real-life decisions that might be needed in a flood.</li></ul> <p>3. Weather and Flood Updates:</p> <p>4. Debrief and Reflect:</p> <ul style="list-style-type: none"><li>• After the game, conduct a debriefing session where teams discuss what strategies worked, what didn't, and how they could improve their responses.</li><li>• Discuss the real-world applications of the decisions they made and how they can prepare for actual flood events.</li></ul> |
|  | <b>Activity 2 -Duration: 1 hour</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |



## Class Activity for Flood Prevention Awareness: "Flood Defense Design Challenge"

**Objective:** To raise awareness about flood prevention strategies and engage students in thinking about how communities can protect themselves against floods.

**Overview:** This simple class activity, the "Flood Defense Design Challenge," tasks students with designing innovative flood defence solutions for a hypothetical community prone to flooding. By involving them in this creative and educational project, students learn about the complexities of flood management and the importance of preventive measures.

### Materials Needed:

- Paper and pencils for sketching ideas.
- Art supplies such as markers, coloured pencils, construction paper, and glue.
- Building materials for models (optional), such as cardboard, plastic bins, clay, and any waterproof items.
- Laptop or tablet and access to Minecraft education
- Internet access for research.
- Projector or screen for presentations.

### Activity Setup:

#### 1. Introduction to Flood Prevention (10 minutes):

- Begin with a brief discussion on what floods are and why they happen. Highlight the impacts of floods and emphasise the importance of preventive measures.
- Introduce the concept of flood defences like levees, dams, flood walls, and natural solutions like wetland restoration and reforestation.

#### 2. Research Phase (20 minutes):

- Assign students to small groups and have them research different types of flood prevention techniques. Each group should focus on one type of solution, either man-made or



natural.

- Provide resources or allow students to use tablets or computers to look up examples of effective flood defences around the world.

3. Design Phase (30 minutes):

- Each group sketches a design for a flood defence system suited for a specific part of a hypothetical community (e.g., residential area, school zone, agricultural field).
- Encourage creativity: students can think about how modern technology or natural landscape features can be integrated into their designs.

4. Model Building (Optional, additional 30 minutes):

- If time and resources allow, students can build small physical models of their flood defence systems using the provided building materials.
- This hands-on component can help bring their designs to life and make the activity more engaging.

5. Presentation and Discussion (20 minutes):

- Have each group present their flood defence design to the class. They should explain how their design works, why it is effective, and any potential challenges in implementing it.
- Encourage questions and discussions among the students about the feasibility and environmental impact of the proposed solutions.

6. Reflection and Debrief (10 minutes):

- Wrap up the activity with a reflection session. Ask students what they learned about flood prevention and which flood defence they found most compelling and why.
- Discuss how these strategies can be implemented in their own community or school if applicable.

Learning Outcomes:

- Students will understand key concepts related to floods and their prevention.
- Students will learn about different engineering solutions and natural





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|  | <p>defences against floods.</p> <ul style="list-style-type: none"><li>● Students will develop critical thinking and problem-solving skills by designing practical flood defence solutions.</li><li>● Students will enhance their presentation skills and ability to work collaboratively in teams.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|  | <p><b>Activity 3 -Duration: 1 hour</b></p> <p>Disaster Preparedness Board Game:</p> <ul style="list-style-type: none"><li>● Create a goose game/maze type of board game that focuses on different natural disasters, including floods.</li><li>● Students can take turns rolling the dice and answering questions or performing tasks related to flood safety and response.</li><li>● Questions can cover topics such as identifying flood warning signs, appropriate actions during floods, and emergency contact information.</li></ul> <p><b>Objective:</b></p> <p>To educate students about disaster preparedness and response, focusing on floods among other natural disasters. The goal is to navigate the game board from start to finish by successfully answering questions and completing disaster-related challenges.</p> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"><li>● Game board depicting different disaster scenarios including floods, earthquakes, hurricanes, and wildfires.</li><li>● Dice for navigating the board.</li><li>● Question cards categorised by disaster type.</li><li>● Task cards that require players to demonstrate practical preparedness actions.</li><li>● Player pieces (can be anything from small tokens to figures).</li><li>● Timer (optional for time-bound challenges).</li><li>● Rulebook explaining how to play the game.</li></ul> <p>Setup:</p> |





The game board should have a clear path with spaces that players move along. These spaces will include 'question' spots, 'task' spots, and 'safe haven' spots where players can rest without facing a disaster challenge.

Shuffle the question and task cards and place them in designated piles near the board. Each player selects a token and places it at the start.

#### Game Play:

##### 1. Roll and Move:

Players take turns rolling the dice and moving their token the corresponding number of spaces along the board.

Depending on where they land, they will either answer a question, perform a task, or take a brief pause at a safe haven.

##### 2. Answering Questions:

When landing on a question space, the player picks a card from the question pile and attempts to answer it. Questions should be multiple-choice or true/false, covering topics such as flood warning signs, safe evacuation routes, and what to include in an emergency kit.

Correct answers allow the player to stay on their spot, while incorrect answers might send them back a space or two.

##### 3. Performing Tasks:

Landing on a task space requires picking a card from the task pile. Tasks might include demonstrating how to signal for help, explaining the steps to secure your home before evacuating, or listing items to grab in the event of a sudden evaluation.

Successful completion of tasks allows the player to roll again immediately, providing an advantage to move forward faster.

#### Reaching Safe Havens:

Safe havens are rest spots where players are immune from challenges in the next round. This mimics the real-world concept of reaching a safe area during disasters.





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|                                  | <p><b>Winning the Game:</b></p> <p>The first player to navigate through all the disaster scenarios and reach the finish line wins.</p> <p>Additional Notes:</p> <ul style="list-style-type: none"><li>● To keep the game engaging, mix difficult questions with easier ones, and ensure tasks are doable but thought-provoking.</li><li>● Consider updating the game periodically with new questions or tasks based on recent disaster management research or after notable weather events or disasters. This keeps the game relevant and informative.</li></ul>                                                                                                                                          |
| <b>KEEPING LEARNERS SAFE:</b>    | <ul style="list-style-type: none"><li>● Ensure that access to the activity is available for all.</li><li>● Ensure a room large enough to allow mobility for all learners.</li><li>● Ensure enough resources and materials for everyone.</li><li>● Use signs and instructions prominently displayed at activity locations to remind participants of safety measures.</li><li>● Ensure adequate adult supervision at all times during activities, particularly those that involve practical exercises like evacuation drills or using flood simulation equipment.</li><li>● Provide feedback that can help students and teachers identify areas where further study and discussion may be needed.</li></ul> |
| <b>EVALUATION OF THE MODULE:</b> | <p>Trainer will propose some self-evaluation questions:</p> <p>1. What is the most common cause of flooding?</p> <p>A) Earthquakes<br/>B) Heavy rainfall<br/>C) Volcanic eruptions<br/>D) Forest fires</p> <p><b>Correct Answer: B) Heavy rainfall</b></p> <p>2. Which of the following is an effective flood preparedness measure for schools?</p> <p>A) Installing high water alarms in classrooms<br/>B) Conducting regular flood drills<br/>C) Keeping all doors and windows open during heavy rains<br/>D) Using sandbags to block classroom doors</p>                                                                                                                                               |



**Correct Answer: B) Conducting regular flood drills**

3. If you are indoors during a flood, why is it important to turn off utilities at the main switches?

- A) To reduce the monthly utility bill
- B) To prevent potential water damage to the utilities
- C) To prevent hazards such as gas leaks or electrical shocks
- D) Utilities do not need to be turned off during a flood

**Correct Answer: C) To prevent hazards such as gas leaks or electrical shocks**

4. What should you do if you are caught outside during a flood?

- A) Seek shelter under a tree
- B) Attempt to swim through floodwaters
- C) Move to higher ground immediately
- D) Lay down and hold onto something on the ground

**Correct Answer: C) Move to higher ground immediately**

5. Which of the following is NOT a recommended action in a school's flood emergency plan?

- A) Keeping a record of all students and staff present during the flood
- B) Evacuating immediately without accounting for all students
- C) Storing emergency supplies such as food, water, and first aid kits
- D) Regular updates and communication with local emergency services

**Correct Answer: B) Evacuating immediately without accounting for all students**



## 6 MODULE 6: Response and climate action in case of droughts

This module delivers information about response and climate action in case of droughts.

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| <b>MODULE 6 :</b>        | <b>RESPONSE AND CLIMATE ACTION IN CASE OF DROUGHTS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>GENERAL GOAL(S):</b>  | The general aim of the activity is to improve the knowledge, skills and competences of secondary school teachers for teaching in an interdisciplinary and game-based manner about droughts appropriate response and efficient climate change preventing actions                                                                                                                                                                                                                                                                                             |
| <b>OBJECTIVES :</b>      | By the end of the module, participants will be able to: <ul style="list-style-type: none"><li>● Understand droughts' causes and relation to climate change.</li><li>● Describe drought's effects on human lives, agriculture etc</li><li>● Understand how to save water.</li><li>● Find concrete solutions to droughts.</li><li>● Discover approaches and techniques to prevent anxiety and overreaction</li></ul>                                                                                                                                          |
| <b>METHODS</b>           | Interactive discussions, creative work, simulation games                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>DURATION:</b>         | 3,5 hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>RESOURCES NEEDED:</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>INTRODUCTION:</b>     | <ul style="list-style-type: none"><li>● The session starts with an open question about droughts, engaging students in discussion.</li><li>● The professor defines droughts and provides a local example to illustrate the concept.</li><li>● A brief overview of the course topics is given, setting clear expectations.</li><li>● Introduction of an expert on droughts enriches the learning experience.</li><li>● Students are encouraged to interact with the expert, fostering inquiry and collaboration.</li></ul> <p><b>Duration: 10 minutes</b></p> |





## ORDER OF ACTIVITIES:

### Activity 1: Understanding Droughts and Their Impacts in the Context of Climate Change

Students watch educational videos on droughts and engage in interactive discussions led by an expert.

- They explore the effects of droughts, methods for identifying drought occurrences, and factors contributing to droughts, with a focus on the influence of climate change.
- Questions are posed to stimulate critical thinking about the relationship between climate change and drought frequency, as well as the differential impacts on vulnerable communities.

#### Material resources

- Video presentation equipment (projector, screen)
- Video resources about droughts (e.g., YouTube links provided)
- Questionnaire handouts
- Writing materials for students to take notes during the discussion

**Duration: 30 minutes**

### Activity 2: Water Saving Challenge

- Students participate in a water conservation challenge to understand the importance of water conservation in mitigating drought impacts.
- They are divided into teams and tasked with brainstorming and presenting strategies for conserving water in various scenarios.
- Strategies are evaluated based on their creativity and effectiveness in addressing water conservation needs.

#### Material resources

- Situation cards (printed scenarios)
- Strategy cards (printed water-saving strategies)
- Poster boards or large sheets of paper
- Art supplies (markers, crayons, coloured pencils, etc.)
- Timer or stopwatch for timing the challenge
- Presentation space for teams to share their strategies (e.g., whiteboard, projector)





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|  | <b>Duration: 60 minutes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|  | <b>Activity 3: Finding Solutions to Droughts</b><br><br>Students express their understanding of droughts and brainstorm solutions through artistic expression. <ul style="list-style-type: none"><li>• They create posters depicting their comprehension of droughts, their impacts, and potential solutions/preventions.</li><li>• Posters are presented to the class, followed by a group discussion to evaluate the effectiveness and feasibility of proposed solutions.</li></ul> <b>Material resources</b> <ul style="list-style-type: none"><li>• Poster boards or large sheets of paper</li><li>• Art supplies (markers, crayons, coloured pencils, etc.)</li><li>• Presentation space for poster display (e.g., classroom walls, designated area)</li><li>• Timer or stopwatch for keeping track of presentation times</li><li>• Optional: Camera or smartphone for documenting posters and presentations</li></ul> <b>Duration: 45 minutes</b> |
|  | <b>Activity 4: Exploring the Emotional Impacts of Droughts</b><br><br>Students explore the emotional impacts of droughts through guided mindfulness exercises and group discussions. <ul style="list-style-type: none"><li>• They reflect on the emotional responses elicited by droughts, considering the anxiety, sadness, and fear experienced by individuals and communities.</li><li>• Discussions focus on fostering empathy and understanding towards those affected by droughts, highlighting the importance of addressing emotional well-being in disaster response efforts.</li></ul> <b>Material resources</b> <ul style="list-style-type: none"><li>• Timer or stopwatch for timing the mindfulness exercise and discussion</li></ul>                                                                                                                                                                                                       |





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|                                  | <ul style="list-style-type: none"> <li>● Comfortable seating arrangement for students during the mindfulness exercise</li> <li>● Writing materials for students to jot down their reflections during the exercise</li> <li>● Facilitator guide for leading the mindfulness exercise and discussion</li> </ul> <p><b>Duration: 25 minutes</b></p>                                                                                                                                                                                                                                                                                   |
|                                  | <p><b>COURSE CONCLUSION</b></p> <ul style="list-style-type: none"> <li>● The course concludes with a reflection on the lessons learned and the importance of proactive measures in addressing droughts and their impacts.</li> <li>● Students are encouraged to apply their knowledge and creativity to contribute to drought mitigation efforts in their communities.</li> <li>● The significance of raising awareness about droughts and taking action to address environmental challenges is emphasised, empowering students to make positive contributions to their communities.</li> </ul> <p><b>Duration: 15 minutes</b></p> |
| <b>KEEPING LEARNERS SAFE:</b>    | <ul style="list-style-type: none"> <li>● Prioritise accessibility by offering alternative formats for materials.</li> <li>● Choose a spacious room allowing easy movement for all participants.</li> <li>● Prepare adequate resources and materials catering to diverse needs.</li> <li>● Foster an environment that respects and celebrates diversity.</li> <li>● Implement safety measures and emergency protocols effectively.</li> </ul>                                                                                                                                                                                       |
| <b>EVALUATION OF THE MODULE:</b> | <p>Trainer will propose some self-evaluation questions:</p> <ul style="list-style-type: none"> <li>● Students will be evaluated on participation in each activity</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |



## 7 MODULE 7: Response and climate action in case of vegetation fires

This module delivers information about response and climate action in case of vegetation fires.

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| <b>MODULE 7:</b>            | <b>RESPONSE AND CLIMATE ACTION IN CASE OF VEGETATION FIRES</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>GENERAL GOAL(S):</b>     | The general aim of the activity is to be aware of how to prevent and behave in the event of a forest fire.                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>OBJECTIVES :</b>         | By the end of the module, participants will be able to: <ul style="list-style-type: none"><li>● Understand how fires originate and their classification</li><li>● Describe the destructive effects on fauna, flora and human life and property</li><li>● Acknowledge and adopt good practices to prevent fires</li><li>● Acknowledge and adopt good practices in case of fire in open and closed places</li><li>● Plan safe evacuations from areas affected by forest fires but also from built-up areas such as schools, homes, hospitals, etc.</li></ul> |
| <b>METHODS:</b>             | <ul style="list-style-type: none"><li>● Group work</li><li>● WebQuest</li><li>● Creative presentations</li><li>● Discussion</li><li>● Interactive materials</li><li>● Kahoot!</li></ul>                                                                                                                                                                                                                                                                                                                                                                    |
| <b>DURATION:</b>            | 3 hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>RESOURCES NEEDED:</b>    | <ul style="list-style-type: none"><li>● Laptop/PC/Tablets/Mobile</li><li>● Digital board</li><li>● Internet connection</li><li>● Pens/Crayons</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>ORDER OF ACTIVITIES:</b> | <b>Activity 1</b><br><br>1.1. The trainer shows participants a map of the main European areas where the largest fires have occurred in the last year. The following link                                                                                                                                                                                                                                                                                                                                                                                   |



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|  | <p><a href="https://effis.jrc.ec.europa.eu/apps/effis_current_situation/">https://effis.jrc.ec.europa.eu/apps/effis_current_situation/</a> (10 min) is used for this activity</p> <p>1.2. After looking at the fire situation in Europe, the trainer presents the causes, effects and classifications of forest fires with the help of Canva. (20 mins)</p> <p><b>Duration: 30 min</b></p>                                                                                                                                                                                                              |
|  | <p><b>Activity 2</b></p> <p>2.1. The participants are divided into groups and are asked to answer a self-assessment questionnaire via Kahoot!</p> <p>2.2. At the end of the activity the trainer invites the participants to discuss the mistakes made and provides them with further information (15 min)</p> <p><b>Duration: 15 min</b></p>                                                                                                                                                                                                                                                           |
|  | <p><b>Activity 3</b></p> <p>3.1. Brainstorming on the causes and con-causes that contributed to the tragic event (10 min)</p> <p>3.2. Presentation of the case study with video and images (15 min)</p> <p>3.3. Participants will be divided into groups, each of which will be assigned a specific symbolic place affected by the fires of summer 2023 on which to carry out an online search for images, videos and news. At the end of the research each group will share the result of their research through a multimedia presentation (e.g. Genially) (30 min)</p> <p><b>Duration: 45 min</b></p> |
|  | <p><b>Activity 4</b></p> <p>4.1 Sharing specialised websites (e.g. Protezione Civile, Legambiente...) to learn good practices to prevent and deal with forest fires</p> <p>- <a href="https://rischi.protezionecivile.it/it/incendi-boschivi-0/">https://rischi.protezionecivile.it/it/incendi-boschivi-0/</a></p> <p>Sharing specialised websites that investigate the causes and effects of climate change in relation to fires</p>                                                                                                                                                                   |





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|                                  | <ul style="list-style-type: none"><li>- <a href="https://www.greenpeace.org/italy/storia/5964/ecco-come-i-cambiamenti-climatici-incidono-sugli-incendi/">https://www.greenpeace.org/italy/storia/5964/ecco-come-i-cambiamenti-climatici-incidono-sugli-incendi/</a></li><li>- <a href="https://www.nationalgeographic.it/perche-il-cambiamento-climatico-e-ancora-la-principale-minaccia-per-la-salute-umana">https://www.nationalgeographic.it/perche-il-cambiamento-climatico-e-ancora-la-principale-minaccia-per-la-salute-umana</a></li></ul> <p>(15 min)</p> <p>4.2 Divide into groups to produce a brochure with good practices for preventing and tackling fires, also in relation to climate change (40 mins)</p> <p>4.3 Realisation of a single product and work sharing (20 min)</p> <p><b>Duration: 75 min</b></p> |
|                                  | <p><b>Activity 5</b></p> <p>5.1 The trainer shares and explains the school safety plan with the participants</p> <p>5.2 The participants are divided into groups and each group is assigned a classroom and/or a room in the school to go to and evacuate from.</p> <p>5.3 All the school workers and students put the evacuation plan into practice (3 mins)</p> <p><b>Duration: 15 min</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>KEEPING LEARNERS SAFE:</b>    | <ul style="list-style-type: none"><li>• Ensure that access to the activity is available for all.</li><li>• Ensure a room large enough to allow mobility for all learners.</li><li>• Ensure enough resources and materials for everyone.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>EVALUATION OF THE MODULE:</b> | <p>Trainer will propose some self-evaluation questions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |