

IMPLEMENTATION GUIDELINE

SCHOOL PREPAREDNESS PROGRAMME



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BACKGROUND

The School Preparedness Programme (SPP) Module was developed as an educational initiative to enhance awareness, knowledge, and disaster preparedness among primary school students aged 10 to 12 years and secondary school students aged 13 to 17 years. The module employs an interactive, experiential learning approach to ensure active participant engagement and more effective delivery.

Through group activities and simulations, students are introduced to the basic concepts of disaster risk management, while also fostering teamwork, leadership, and social responsibility. The module is also compiled into a booklet for easy use by facilitators and can be adapted according to age groups, school capacity, and local context.

Overall, the development of this module supports efforts to strengthen disaster risk education at the school level and reinforces the role of facilitators as information disseminators and community mobilisers who are better equipped and prepared for disasters.

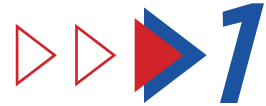
OBJECTIVES

- ▶ A systematic and structured implementation guide to assist facilitators in conducting activities in an organised manner and in line with the module.
- ▶ Enhancing the effectiveness of student interaction and engagement through interactive activities.
- ▶ Empowering facilitators to educate and instill a culture of preparedness among students.



Sumber MERCY Malaysia

MODULE



OPENING REMARKS AND INTRODUCTION

OBJECTIVE	<p>At the end of this session, the students and facilitators will:</p> <ol style="list-style-type: none"> 1. Get to know each other. 2. Identify students' expectations for the School Preparedness Programme. 3. Establish basic rules for a conducive session. 4. Assess initial risks in the school from the students' perspective.
DURATION	40 minutes
GROUP	5 groups (8 students per group)
FACILITATOR	1 lead facilitator and 9 facilitators (1-2 facilitators per group)
MATERIALS	<p>Mahjong paper / hanging banners with:</p> <ul style="list-style-type: none"> • "Expectations" • "Basic Rules" • "Agenda & Objectives" <p>Stationery: Name tags, marker pens, coloured pencils, sticky notes, hanging banners, and adhesive tape.</p>
STEPS	<p>Step 1: Welcome Speech (5 minutes)</p> <ol style="list-style-type: none"> 1. The facilitator welcomes the students and introduces themselves. 2. Briefly explains the purpose of the programme. <p>Step 2: Opening Speech (5 minutes)</p> <ol style="list-style-type: none"> 1. Invite the Principal or the school representative to deliver the opening speech. <p>Step 3: Introduction (10 minutes)</p> <ol style="list-style-type: none"> 1. Students and facilitators introduce themselves through an interactive activity. 2. Introduction Activities: <ul style="list-style-type: none"> A. Hobby Story <ul style="list-style-type: none"> ▶ Students sit in a circle. ▶ Each student introduces themselves and mentions one hobby or activity they enjoy. ▶ Example: "Hi, my name is Akmal and I enjoy reading books." B. Quick Round <ul style="list-style-type: none"> ▶ Students sit in a circle.. ▶ Each student introduces themselves by saying their name and performing a symbolic gesture. ▶ Example: "My name is Akmal" while clapping hands. Other students imitate the action while saying, "Welcome Akmal! Akmal! Akmal!" C. Shout of Voices <ul style="list-style-type: none"> ▶ Divide students into small groups (4-5 per group). ▶ Each group creates a short cheer that includes their team name and a motivational slogan. ▶ Example cheer: "We are champions, we are all awesome!" (jump and raise hands in the air)

MODULE 1 OPENING REMARKS AND INTRODUCTION

STEPS	
	<p>D. Getting-to-Know Ball</p> <ul style="list-style-type: none"> ▶ The facilitator prepares a ball. ▶ Students stand in a circle. ▶ The facilitator begins by introducing themselves and then throws the ball to one student. ▶ The student who receives the ball must introduce themselves before throwing the ball to another student. ▶ Example: “My name is Siti, and I like drawing.” <p>E. Chain of Names</p> <ul style="list-style-type: none"> ▶ Students sit or stand in a circle. ▶ The first student introduces themselves (Example: ‘My name is Ali’). ▶ The second student must say the name of the first student before introducing themselves (Example: ‘Ali, my name is Mei Ling’). ▶ The third student says the names of the first and second students before introducing themselves, and so on. <p>F. Two Truths and a Lie</p> <ul style="list-style-type: none"> ▶ Each student states two true facts and one lie about themselves. ▶ Other students guess which statement is the lie. ▶ Example: “My name is Sarah. I like playing football, I have two cats, and I have been to the moon.” <p>G. Getting-to-Know-You-Card</p> <ul style="list-style-type: none"> ▶ Each student is given a blank card. ▶ Students draw or write three things about themselves on the card (e.g., hobbies, favorite food, place of residence). ▶ Students then share their cards with others. <ul style="list-style-type: none"> • Action Students write their names on their name tags. <p>Step 4: Hopes (10 minutes)</p> <p>1. Sharing Our Hopes:</p> <ul style="list-style-type: none"> ▶ Distribute sticky notes to each student. ▶ Students write down their hopes for the School Preparedness Programme. ▶ Students then read out their hopes and stick them on a mahjong paper titled ‘Hopes’. <p>Step 5: House Rules (10 minutes)</p> <p>2. House Rules Activity:</p> <ul style="list-style-type: none"> ▶ The facilitator explains the importance of ground rules to ensure the programme runs smoothly. ▶ Students each share one basic rule to help create a conducive environment for the programme. ▶ Examples: Active listening, being friendly and respectful, raising hands to ask questions. ▶ Write down the agreed rules on flip chart paper. ▶ Each student signs their name on the mahjong paper as a sign of agreement.

<p>STEPS</p>	<p>Step 6: Agenda and Objectives (5 Minutes)</p> <p>1. Programme Briefing :</p> <ul style="list-style-type: none"> ▶ The facilitator explains the program’s agenda and objectives. <ul style="list-style-type: none"> • Program Objectives: <ul style="list-style-type: none"> ▶ To understand school risks and preparedness. ▶ To raise students’ awareness of the importance of personal and community safety in emergency situations.
<p>TIP</p>	<ol style="list-style-type: none"> 1. Seating Arrangement: Arrange the chairs in a U-shape or O-shape to encourage active participation and interaction. 2. Name Tags: Ensure all students wear name tags to facilitate communication. 3. Active Participation: Encourage all students to share their opinions and experiences.

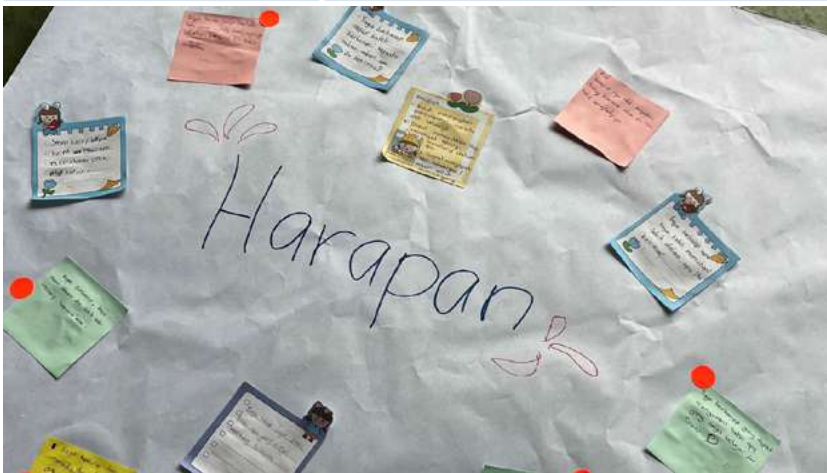


Image 1:
Group activity showing students’ expectations in participating in the school preparedness program.

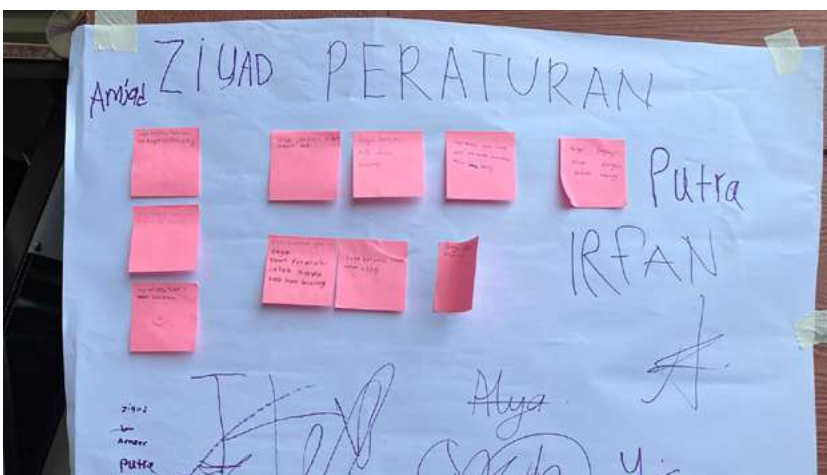


Image 2:
Group activity on students’ rules for participating in the school preparedness program.

MODULE 2

SCHOOL PREPAREDNESS

OBJECTIVES	<p>By the end of this session, students and the facilitator will:</p> <ol style="list-style-type: none"> 1. Understand the concept of school risks and school preparedness. 2. Develop an open and critical mindset regarding school preparedness. 3. Increase awareness of preparedness measures that can be taken to address risks at school.
DURATION	30 minutes
GROUP	5 groups (8 students per group)
FACILITATOR	Facilitators: 1 lead facilitator and 9 facilitators (1-2 facilitators per group)
MATERIALS	<ol style="list-style-type: none"> 1. Projector, laptop, and speakers 2. Presentation slides (Attachment/Appendix) 3. Activity cards: <ul style="list-style-type: none"> ▶ Hazard cards ▶ Exposure cards ▶ Vulnerability cards ▶ Capacity cards
STEPS	<p>Step 1: School Risks and Preparedness (20 minutes)</p> <ol style="list-style-type: none"> 1. Slide Presentation (5 minutes) <ul style="list-style-type: none"> ▶ The facilitator distributes Attachment/Appendix 1 (4 Humanitarian Principles) to each student. <p>A. Definitions of Hazard, Exposure, and Vulnerability:</p> <ul style="list-style-type: none"> • Hazard: An event or phenomenon that can cause damage. • Exposure: The presence of people or property in a risky area. • Vulnerability: Weakness or inability to cope with the effects of a hazard. <p>B. Examples of hazards: Floods, earthquakes, storms, cyclones, fires, heatwaves, landslides, haze, climate change.</p> <p>C. Disaster Risk Concept:</p> <ul style="list-style-type: none"> • Risk = Hazard x Exposure x Vulnerability x Capacity • If students are prepared, disaster risk can be reduced. <p>D. Comprehensive risk approach:</p> <ul style="list-style-type: none"> • Risk is not only about disasters, but also health, school, and technical issues. <p>E. Risk reduction activities:</p> <ul style="list-style-type: none"> • Examples: Evacuation drills, early warning systems, provision of emergency equipment. <ol style="list-style-type: none"> 2. Interactive Activity (15 minutes) <ul style="list-style-type: none"> ▶ The facilitator distributes activity cards (Hazard, Exposure, Vulnerability, Capacity) to the students.

<p>STEPS</p>	<ul style="list-style-type: none"> ▶ The students are asked to differentiate the cards by performing specific actions.: <ul style="list-style-type: none"> • Hazard: Students protect their heads with both hands (as if taking cover during an earthquake). • Exposure: Students raise their hands to form an “X” in front of their face (as if shielding from dust or debris). • Vulnerability: Students raise both hands high while waving (as if asking for help). • Capacity: Students hold hands with the person next to them (forming a circle or line). ▶ The facilitator observes and corrects students who have difficulty understanding <p>Step 2: School Risk and Preparedness Matching (10 minutes)</p> <p>1. Card Matching Activity</p> <ul style="list-style-type: none"> ▶ The facilitator wears the ‘Capacity’ card that shows the preparedness steps. ▶ Students are given the ‘Hazard,’ ‘Exposure,’ or ‘Vulnerability’ cards. ▶ Students must find and identify the appropriate ‘Capacity’ card based on the card they are holding. ▶ Example Matches: <ul style="list-style-type: none"> • Hazard: Flood ⇒ Capacity: Flood early warning system • Hazard: Earthquake/Storm/Cyclone ⇒ Capacity: Temporary shelters (e.g., safe rooms). • Hazard: Fire ⇒ Capacity: Fire alarms and extinguishers • Hazard: Heatwave ⇒ Capacity: Sufficient drinking water provision • Hazard: Landslide ⇒ Capacity: Warning signs in hazardous areas • Hazard: Haze ⇒ Capacity: Provision of N95 masks • Students move around the hall to interact with facilitators holding the “Capacity” cards. • Once they find the correct match, the students will remain with the facilitator.
<p>TIPS</p>	<ol style="list-style-type: none"> 1. If there is no projector: print slides in advance or write slide content on a whiteboard/mahjong paper. 2. Focus on awareness: this is an introductory session, not a technical training. 3. Encourage participation: actively involve students in discussions and activities. 4. Use visuals: include images, graphics, or symbols to aid understanding.
<p>ATTACHMENT/ APPENDIX</p>	<p>Slide 1: Definitions of Hazard, Exposure, Vulnerability, and Capacity</p> <ol style="list-style-type: none"> 1. Explain the meaning: <ul style="list-style-type: none"> ▶ Hazard: An event or phenomenon that can cause damage, injury, or loss. Examples: flood, earthquake, fire. ▶ Exposure: The presence of people, property, or systems in areas affected by hazards. Examples: houses, schools, or infrastructure in risky areas. ▶ Vulnerability: Weakness or inability to cope with the effects of a hazard. Example: Lack of knowledge about emergency actions, no evacuation plan. ▶ Capacity: The ability of individuals, communities, or systems to reduce risk, respond to, and recover from the impacts of disasters. Example: Knowledge of emergency actions, facilities such as evacuation centers.

MODULE 2 SCHOOL PREPAREDNESS

ATTACHMENT/ APPENDIX

- **Key Message:**
“We cannot avoid all hazards and exposure, but we can prepare and respond by reducing vulnerability and increasing capacity.”

Slide 2: Examples of Hazards

List of Hazards: Floods, earthquakes, storms, cyclones, fires, heatwaves, landslides, haze, climate change.

Slide 3: Concept of Disaster Risk = Hazard x Exposure x Vulnerability x Capacity¹.

Explaining the Risk Concept:

- ▶ If a hazard occurs and students are prepared, it does not necessarily become a disaster.
- ▶ However, if students are not prepared, it can turn into a disaster. This is what is called disaster risk.

2. Risk Beyond Disasters:

- ▶ Risk is not only limited to natural disasters, but also involves other aspects such as health, school, and technical issues.

3. Visualization:

- ▶ Use posters or diagrams that show the relationship between ‘Risk,’ ‘Hazard,’ and ‘Exposure’ to make understanding easier.

Slide 4: Comprehensive Risk Approach

1. Explanation of Broad and Diverse Risks:

- ▶ Risk encompasses various aspects of life, not just natural disasters.
- ▶ Examples of other risks include health problems, school issues, and technical challenges

2. Sources of Risk:

- ▶ Risks can arise from ‘Hazards’ (e.g., floods, fires) and ‘Exposure’ (e.g., the location of a school in a risk-prone area).

3. Interaction with Students:

- ▶ Give students a few minutes to read and understand the information.
- ▶ Encourage students to ask questions if there is any confusion or uncertainty.



Image 3: Example of a flood hazard card.



Image 4: Example of a vulnerability card - visually impaired person.

MODULE 3

SCHOOL RISK MAPPING

OBJECTIVES	<p>By the end of this session, students and facilitators will:</p> <ol style="list-style-type: none"> 1. Train students in school risk mapping activities. 2. Develop a school risk action plan. 3. Encourage students to train and mentor their peers in school risk mapping techniques.
DURATION	60 minutes
GROUP	5 groups (8 students per group)
FACILITATOR	Facilitators: 1 lead facilitator and 9 facilitators (1-2 facilitators per group)
MATERIALS	<ul style="list-style-type: none"> • Mapping tools: Instant camera and film • Stationery: School map, mahjong paper, markers, glue, ruler, string • Example: Action plan and 3 strings for the Circle Activity
STEPS	<p>Step 1: Know Your School (20 Minutes)</p> <ol style="list-style-type: none"> 1. Field activity <ul style="list-style-type: none"> ▶ The facilitator guides students in conducting field activities around the school. ▶ Students identify and record: <ul style="list-style-type: none"> • Hazards: clogged drains, exposed electrical wires • Exposure: classrooms near drains, canteen near the kitchen • Vulnerability: no evacuation plan, lack of knowledge on emergency actions • Capacity: availability of fire extinguishers, regular emergency drills ▶ Students take photographs for documentation. 2. Data Collection <ul style="list-style-type: none"> ▶ Each group records detailed data on identified risks. ▶ Example Data: <ul style="list-style-type: none"> • Hazard: clogged drain behind the school building • Exposure: classroom located near the drain • Vulnerability: poor drainage system • Capacity: presence of a school cleaning team <p>Step 2: Comprehensive School Safety (20 minutes)</p> <ol style="list-style-type: none"> 1. Explanation of the Three Pillars of School Safety: <ul style="list-style-type: none"> ▶ Facilitators explain the three core pillars of Comprehensive School Safety: <ol style="list-style-type: none"> A. Safe Learning Facilities: Example: earthquake-resistant buildings, functional fire systems B. School Disaster Management: Example: clear evacuation route maps, regular emergency drills C. Risk Reduction and Resilience Education: Example: integration of safety topics into the curriculum, disaster awareness programs

<p>STEPS</p>	<ol style="list-style-type: none"> 1. Circle Activity: <ul style="list-style-type: none"> ▶ The facilitator prepares three circles representing each pillar. ▶ Students place their ideas or suggestions into the appropriate circle. ▶ Example Ideas: <ul style="list-style-type: none"> • Safe Learning Facilities: “Install fire alarms on every floor.” • School Disaster Management: “Conduct fire drills every 6 months.” • Risk Reduction Education: “Provide safety modules for students.” 2. Question and Answer Session: <ul style="list-style-type: none"> ▶ Facilitators ensure all students understand the concept of the three school safety pillars. ▶ Encourage students to ask questions if there is any confusion. <p>Step 3: Group Exercise and Presentation (20 Minutes)</p> <ol style="list-style-type: none"> 1. Presentation of Findings: <ul style="list-style-type: none"> ▶ Each group presents their findings to other groups. ▶ Example Presentation: <ul style="list-style-type: none"> • Hazard: Clogged drain behind the school • Proposed Action: Clean the drain regularly and install trash traps 2. Feedback Session: <ul style="list-style-type: none"> ▶ Other groups may ask questions or provide additional suggestions. ▶ Facilitators give praise and suggestions for improvement.
<p>TIPS</p>	<p>Step 1: Know Your School</p> <ol style="list-style-type: none"> 1. Divide roles within the groups: <ul style="list-style-type: none"> ▶ Group Leader: Leads the discussion ▶ Navigator: Determines the fieldwork route ▶ Photographer: Takes documentation photos ▶ Map Drawer: Draws the school risk map ▶ Recorder: Records detailed data ▶ Presenter: Presents the findings 2. Show examples of “Hazard,” “Exposure,” “Vulnerability,” and “Capacity” to be identified. <p>Step 2: Comprehensive School Safety</p> <ul style="list-style-type: none"> ▶ Use examples that are relevant to school students. ▶ Ensure the explanations are easy to understand and not too technical. ▶ Give all students the opportunity to share ideas. <p>Step 3: Group Work and Presentation</p> <ul style="list-style-type: none"> ▶ Set a clear time for each presentation (e.g., 3-5 minutes per group). ▶ Provide a brief guide on what needs to be presented. ▶ Encourage interaction between groups through a Q&A session.

MODULE 3 SCHOOL RISK MAPPING

ATTACHMENT/ APPENDIX

Slide 1: Comprehensive School Safety

1. Explain the Three Fundamental Pillars
 - ▶ **Pillar (1):** Safe Learning Facilities – e.g., buildings that are earthquake-resistant or equipped with effective fire safety systems
 - ▶ **Pillar (2):** School Disaster Management – e.g., clear evacuation route maps, availability of well-functioning fire extinguishers, and regular emergency drills
 - ▶ **Risk Reduction and Resilience Education** – e.g., integrating safety topics into the school curriculum and raising awareness among students, teachers, and school staff

Slide 2: School Preparedness

1. Key Messages:
 - ▶ School safety is not only about disasters.
 - ▶ Everyone can contribute to school safety.
 - ▶ Optimal school safety is achieved through cooperation and peer support.

Slide 3: Reflection Questions

1. “How do you feel after this session?”
2. “Do you feel more prepared to face risks at school?”

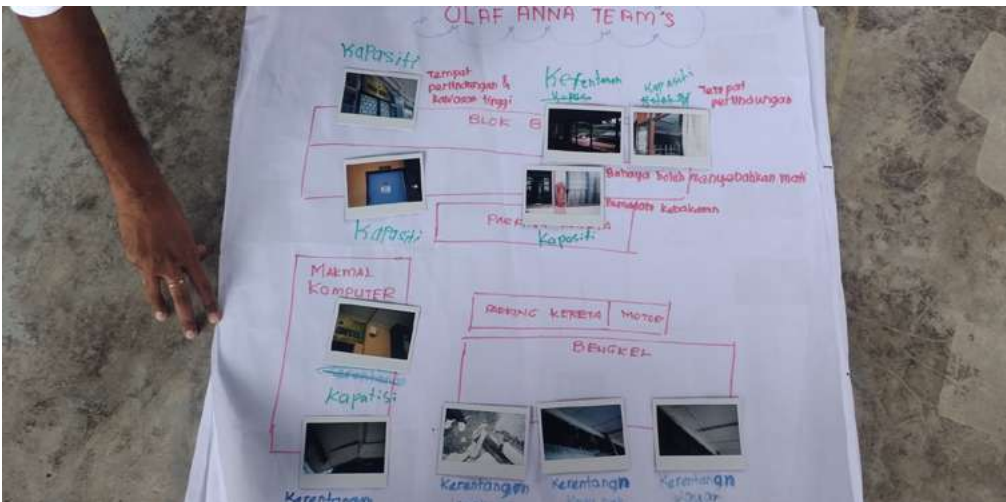


Image 5:
School risk mapping activity



Image 6:
Students paying attention to how to use the camera

MODULE

ACTIONS DURING DISASTER

OBJECTIVES	<p>By the end of this session, students and the facilitator will:</p> <ol style="list-style-type: none"> 1. Organise special task teams to handle emergency situations. 2. Engage in simulations of risk and emergency situations based on given scenarios. 3. Learn practical ways to manage risks and emergencies using available school resources. 														
DURATION	90 minutes														
GROUP	3 groups (10 students per group)														
FACILITATOR	1 lead facilitator and 9 facilitators (1-2 facilitators per group)														
MATERIALS	<ul style="list-style-type: none"> • Scenario: 1 copy of the selected scenario for each student. • Stationery: Flip chart, markers, crayons, paper, adhesive tape. • Simulation Equipment: Task cards, 6 jerseys, equipment for injury simulation (blindfold, broken leg, broken arm), stretcher, first aid kit, and grab bag. 														
STEPS	<p>Step 1: Explanation About the Special Task Team and Activities (5 Minutes)</p> <ol style="list-style-type: none"> 1. Group Division: <ul style="list-style-type: none"> ▶ Students are divided into 3 groups (balanced in terms of gender). ▶ Each group will perform a demonstration based on the given scenario. 2. Scenario Explanation: <ul style="list-style-type: none"> ▶ Each scenario consists of three parts: <ul style="list-style-type: none"> • Objectives and Preparation: What needs to be achieved and prepared. • Context: The situation or background of the scenario. • Reference Information: Guidelines or resources that can be used. 3. Demonstration Time: <ul style="list-style-type: none"> ▶ Each group is given 20 minutes for the demonstration. 4. Student Roles: <ul style="list-style-type: none"> ▶ Students need to assign tasks within the groups (e.g., leader, photographer, recorder). Students can use any materials or resources available in the classroom with creativity and safety in mind. 5. Activity Schedule: <ul style="list-style-type: none"> ▶ Group 1: Scenario 1, Time: 20 minutes ▶ Group 2: Scenario 2, Time: 20 minutes ▶ Group 3: Scenario 3, Time: 20 minutes <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 33%;">Group 1:</th> <th style="width: 33%;">Group 2:</th> <th style="width: 33%;">Group 3:</th> </tr> </thead> <tbody> <tr> <td>Leader Name</td> <td>Leader Name</td> <td>Leader Name</td> </tr> <tr> <td>Scenario</td> <td>Scenario</td> <td>Scenario</td> </tr> <tr> <td>Duration</td> <td>Duration</td> <td>Duration</td> </tr> </tbody> </table>			Group 1:	Group 2:	Group 3:	Leader Name	Leader Name	Leader Name	Scenario	Scenario	Scenario	Duration	Duration	Duration
Group 1:	Group 2:	Group 3:													
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MODULE 4 ACTIONS DURING DISASTER

<p>STEPS</p>	<p>Step 2: Training Preparation (20 minutes)</p> <ol style="list-style-type: none"> Group Preparation <ul style="list-style-type: none"> ▶ The facilitator observes each group and provides support if needed. ▶ Ensure all group members understand the situation and are prepared within the given time. Distribution of Obstacle Cards: <ul style="list-style-type: none"> ▶ The facilitator distributes obstacle cards to each group to enhance the realism of the simulation. <p>Step 3: Explain the Context (5 minutes)</p> <ol style="list-style-type: none"> Instructions to Students: <ul style="list-style-type: none"> ▶ “You will start the activity now. Each group has only 20 minutes to conduct the demonstration.” ▶ “The group leader is responsible for starting and ending the activity, including logistics.” ▶ “No facilitator will guide you during the demonstration.” <p>Step 4: Briefing and Feedback Session (15 minutes)</p> <ol style="list-style-type: none"> Presentation and Feedback: <ul style="list-style-type: none"> ▶ After each demonstration, students sit in a semi-circle. ▶ The group that performed the demonstration sits at the front to share their experiences. Student Sharing: <ul style="list-style-type: none"> ▶ Student sharing session: <ul style="list-style-type: none"> • “Did the activity run smoothly?” • “What challenges did you face during the preparation and demonstration?” Written Feedback: <ul style="list-style-type: none"> ▶ Each student writes two things on a piece of paper: <ul style="list-style-type: none"> • “What positive things did you learn from this activity?” • “What needs to be improved?” Debrief Session by the Facilitator: <ul style="list-style-type: none"> ▶ The facilitator provides feedback on the group activities. ▶ Emphasize that this activity is intended to give students experience. ▶ In real situations, certain responsibilities will be handled by adults (teachers, school staff).
<p>TIPS</p>	<p>Step 1 and 2:</p> <ol style="list-style-type: none"> 1. Encourage students to think creatively and critically. 2. The facilitator should not lead the groups or give instructions. 3. Allow students the freedom to act based on the scenario. <p>Step 3 and 4:</p> <ol style="list-style-type: none"> 1. Use the “sandwich” feedback technique (positive/negative/positive). 2. Provide specific feedback and suggest improvements. 3. End the session on a positive note and with encouragement.

ATTACHMENT	Scenarios 1-3
SCENARIO 1: FLOOD	
OBJECTIVE	<ol style="list-style-type: none"> 1. Your team is responsible for rescuing friends from risks in an emergency situation. 2. Your team consists of 10-12 members.
PREPAREDNESS	<p>What is a Flood?</p> <ol style="list-style-type: none"> 1. Floods are the most frequent natural disaster and can become very critical. 2. The conditions that cause floods include: <ul style="list-style-type: none"> ▶ Heavy rain or continuous rain for several hours or days causes the soil to become saturated and filled with water. ▶ Flash floods can occur suddenly without warning. <p>How to Prepare for a Flood?</p> <ol style="list-style-type: none"> 1. Divide your team into 6 main roles: <ul style="list-style-type: none"> ▶ Information Protection Team: Responsible for information and communication. ▶ Search and Rescue Team: To search for and rescue victims. ▶ Fire Safety Team: To ensure there is no risk of fire. ▶ Medical Team: To provide emergency treatment. ▶ Evacuation Team: To lead the evacuation process. ▶ Care & Support Team: To provide emotional support. <p>Actions to Take:</p> <ol style="list-style-type: none"> 1. Look around the school building to identify high-risk areas. 2. Find a safe place for evacuation. 3. Identify existing risks and take steps for evacuation. 4. Prepare all flood-related information. 5. Prepare necessary materials for evacuation (e.g., stretcher, first aid kit). 6. Write down the basic steps for the evacuation process. 7. Create an evacuation map by drawing an Emergency 8. Plan and Route Map, and put up signboards and posters.
CONTEXT	<ol style="list-style-type: none"> 1. At your school, the weather forecast on the radio announces that floods are expected to hit the school area. 2. Your task force team will introduce themselves individually, including their roles and responsibilities as stated in the Reference Information. 3. After 2-3 minutes, the team leader will shout, 'Flash Flood!' and the big bell will ring. 4. You only have 20 minutes to carry out the entire drill.

MODULE 4 ACTIONS DURING DISASTER

SCENARIO 1: FLOOD

INFORMATION

1. INFORMATION PROTECTION TEAM: INFORMATION UPDATE

- ▶ Produce Information, Education, and Communication (IEC) materials such as posters, leaflets, and short tips about the steps to take during a flood.
- ▶ Deliver specific information about floods and safety signals. Examples:
 - **Warning siren:** “Warning! The river water has exceeded the warning level!”
 - **Danger siren:** “Danger! The river water has exceeded the danger level! Please begin evacuation immediately!”
- ▶ Conduct awareness activities by giving a briefing about the flood situation:
 - Make sure friends do not panic, stop working, and stand calmly.
 - Form a line quickly and quietly.
 - Do not bring school bags, only important documents such as identification cards or wallets.
 - Listen to the radio for flood warning information.
 - When a warning is received, inform friends to get ready to move to a safe place.
 - Evacuate to a safe place such as higher ground or a field.
 - Do not run or push each other.
 - The team leader and facilitator are the last to leave the class and are responsible for switching off the switches and lights.
 - Do not return to the building to retrieve left-behind items
- ▶ Explain the Emergency Plan and Route Map that has been prepared.
- ▶ Use safety signals such as flags or colored papers to give instructions.
- ▶ Monitor regular updates from electronic media (television, radio, internet) and coordinate with other teams, especially the Evacuation Team.

2. SEARCH AND RESCUE TEAM: SEARCH FOR AND RESCUE VICTIMS

- ▶ Check the exits and ensure there are no hazards for evacuation.
- ▶ Make sure all friends have completely left the classroom.
- ▶ Prepare a stretcher and ensure it is accessible.
- ▶ Provide special assistance to friends who have difficulty moving (e.g., physical disabilities, health problems).
- ▶ Coordinate with facilitators and other teams, especially the Evacuation Team.

3. FIRE SAFETY TEAM: ENSURE THERE IS NO RISK OF FIRE

- ▶ Ensure fire extinguishers are in place and functioning properly.
- ▶ Inspect fire-prone areas such as the chemistry lab, canteen kitchen, and water heater tanks.

4. MEDICAL TEAM: INJURY TREATMENT

- ▶ Ensure the Grab Bag and First Aid Kit are always updated and ready for use.
Contents of the Grab Bag:
 - Water and personal hygiene items
 - Food
 - Flashlight
 - First Aid Kit
 - Copies of personal documents
 - Mobile phone with charger

SCENARIO 1 : FLOOD

REFERENCE INFORMATION

- Family and emergency contact information
 - Cash
 - Emergency blanket
 - School map
 - Clothes, hat, and shoes
 - Emergency card and health card
- ▶ Treat injuries by washing small wounds with soap and water.
 - ▶ Apply bandages to minor wounds and replace them if dirty, damaged, or wet.
 - ▶ Stay calm and composed.
 - ▶ Pay attention to the special medical needs of friends and ensure there is enough medication for 1-2 days.

5. EVACUATION TEAM: LEAD THE EVACUATION TO A SAFE PLACE

- ▶ Identify safe open areas for assembly.
- ▶ Follow the Emergency Plan and Route Map.
- ▶ Ensure students line up according to their classes.
- ▶ Count the number of people at the safe location and inform the facilitator if anyone is missing.
- ▶ Return to the classroom only when instructed by the facilitator or when the radio announces that the area is safe.
- ▶ Check the safety of the building before re-entering.

6. CARE & SUPPORT TEAM: EMOTIONAL SUPPORT

- ▶ Provide emotional support to friends who may experience stress or anxiety due to the flood.
- ▶ Prepare a safe space in the school for friends who need quiet time or a place to talk.

MODULE 4 ACTIONS DURING DISASTER

SCENARIO 2: EARTHQUAKE	
OBJECTIVE	<ol style="list-style-type: none"> 1. Your team is responsible for rescuing friends from risks in an emergency situation. 2. Your team consists of 10–12 members.
PREPAREDNESS	<p>What is an Earthquake?</p> <ol style="list-style-type: none"> 1. An earthquake is a sudden vibration or shaking caused by the movement of rocks beneath the Earth’s surface. 2. It occurs suddenly and without warning, and can happen at any time, day or night. <p>How to Prepare for an Earthquake?</p> <ol style="list-style-type: none"> 1. Divide your team into 6 main roles: <ul style="list-style-type: none"> ▶ Information Protection Team: Responsible for information and communication. ▶ Search and Rescue Team: To search for and rescue victims. ▶ Fire Safety Team: To ensure there is no risk of fire. ▶ Medical Team: To provide emergency treatment. ▶ Evacuation Team: To lead the evacuation process. ▶ Care & Support Team: To provide emotional support. <p>Actions to be Taken:</p> <ol style="list-style-type: none"> 1. Look around the school building to identify high-risk areas. 2. Find a safe place for evacuation. 3. Identify existing risks and take steps for evacuation. 4. Prepare all flood-related information. 5. Prepare necessary materials for evacuation (e.g., stretcher, first aid kit). 6. Write down the basic steps for the evacuation process. 7. Create an evacuation map by drawing an Emergency Plan and Route Map, and put up signboards and posters.
CONTEXT	<ol style="list-style-type: none"> 1. At your school, the weather forecast on the radio announces that floods are expected to hit the school area. 2. Your task force team will introduce themselves individually, including their roles and responsibilities as stated in the Reference Information. 3. After 2–3 minutes, the team leader will shout, ‘Earthquake!’ and the big bell will ring. 4. You only have 20 minutes to carry out the entire drill.
INFORMATION	<ol style="list-style-type: none"> 1. INFORMATION PROTECTION TEAM: INFORMATION UPDATE <ul style="list-style-type: none"> ▶ Produce Information, Education, and Communication (IEC) materials such as posters, leaflets, and short tips about the steps to take during an earthquake. ▶ Deliver specific information about earthquakes and safety signals. Examples:

SCENARIO 2: EARTHQUAKE

INFORMATION

- Warning siren: “The building is shaking. Prepare for evacuation!”
 - ‘Bang! Bang!’ sound: “Danger! An earthquake is happening! Please evacuate immediately!”
 - ▶ Conduct awareness activities by giving a briefing about the earthquake situation:
 - Make sure friends do not panic and stop working.
 - Perform the “DROP, COVER, HOLD ON” position.
 - Take cover under sturdy furniture and hold on tightly to protect yourself from falling objects.
 - Stay calm until the shaking stops and the situation is safe.
 - Once the shaking subsides, form a line quickly and quietly.
 - Do not bring school bags, only important documents such as identification cards or wallets.
 - Listen to the radio for earthquake warning information.
 - When a warning is received, inform friends to get ready to move to a safe place.
 - Stay away from tall buildings, electric poles, telephone poles, billboards, and large trees.
 - Evacuate to a safe place such as a field.
 - Do not run or push one another.
 - The team leader and facilitator are the last to leave the classroom and are responsible for switching off switches and lights.
 - Do not return to the building to retrieve left-behind items
 - ▶ Explain the Emergency Plan and Route Map that has been prepared.
 - ▶ Use safety signals such as flags or colored papers to give instructions.
 - ▶ Monitor regular updates from electronic media (television, radio, internet) and coordinate with other teams, especially the Evacuation Team.
- 2. SEARCH AND RESCUE TEAM: SEARCH FOR AND RESCUE VICTIMS**
- ▶ Check the exits and ensure there are no hazards for evacuation.
 - ▶ Make sure all friends have completely left the classroom.
 - ▶ Prepare a stretcher and ensure it is accessible.
 - ▶ Provide special assistance to friends who have difficulty moving (e.g., physical disabilities, health problems).
 - ▶ Coordinate with facilitators and other teams, especially the Evacuation Team.
- 3. FIRE SAFETY TEAM: ENSURE THERE IS NO RISK OF FIRE**
- ▶ Ensure fire extinguishers are in place and functioning properly.
 - ▶ Inspect fire-prone areas such as the chemistry lab, canteen kitchen, and water heater tanks.

MODULE 4 ACTIONS DURING DISASTER

SCENARIO 2: EARTHQUAKE

INFORMATION

4. MEDICAL TEAM: INJURY TREATMENT

- ▶ Ensure the Grab Bag and First Aid Kit are always updated and ready for use.
Contents of the Grab Bag:
 - Water and personal hygiene items
 - Food
 - Flashlight
 - First Aid Kit
 - Copies of personal documents
 - Mobile phone with charger
 - Family and emergency contact information
 - Cash
 - Emergency blanket
 - School map
 - Clothes, hat, and shoes
 - Emergency card and health card
- ▶ Treat injuries by washing small wounds with soap and water.
- ▶ Apply bandages to minor wounds and replace them if dirty, damaged, or wet.
- ▶ Stay calm and composed.
- ▶ Pay attention to the special medical needs of friends and ensure there is enough medication for 1-2 days.

5. EVACUATION TEAM: LEAD THE EVACUATION TO A SAFE PLACE

- ▶ Identify safe open areas for assembly.
- ▶ Use the “DROP, COVER, HOLD” position while moving.
- ▶ Stay away from tall buildings, electric poles, trees, and streetlights.
- ▶ Follow the Emergency Plan and Route Map.
- ▶ Ensure students line up according to their classes.
- ▶ Count the number of people at the safe location and inform the facilitator if anyone is missing.
- ▶ Return to the classroom only when instructed by the facilitator or when the radio announces that the area is safe..
- ▶ Check the safety of the building before re-entering.

6. CARE & SUPPORT TEAM: EMOTIONAL SUPPORT

- ▶ Provide emotional support to friends who may experience stress or anxiety due to the earthquake.
- ▶ Prepare a safe space in the school for friends who need quiet time or a place to talk.



**SCENARIO 3:
FIRE**

OBJECTIVE	<ol style="list-style-type: none"> 1. Your team is responsible for rescuing friends from risks in an emergency situation. 2. Your team consists of 10-12 members.
PREPAREDNESS	<p>What is a Fire?</p> <ol style="list-style-type: none"> 1. Fire is a combustion process in which certain materials combine with oxygen from the air, producing bright light, heat, and smoke. 2. Fire can occur anywhere and at any time, with the potential to cause serious injuries and fatalities. <p>How to Prepare for a Fire</p> <ol style="list-style-type: none"> 1. Divide your team into 6 main roles: <ul style="list-style-type: none"> ▶ Information Protection Team: Responsible for information and communication. ▶ Search and Rescue Team: To search for and rescue victims. ▶ Fire Safety Team: To ensure there is no risk of fire. ▶ Medical Team: To provide emergency treatment. ▶ Evacuation Team: To lead the evacuation process. ▶ Care & Support Team: To provide emotional support. <p>Actions to Take:</p> <ol style="list-style-type: none"> 1. Look around the school building to identify high-risk areas. 2. Find a safe place for evacuation. 3. Identify existing risks and take steps for evacuation. 4. Prepare all flood-related information. 5. Prepare necessary materials for evacuation (e.g., stretcher, first aid kit). 6. Write down the basic steps for the evacuation process. 7. Create an evacuation map by drawing an Emergency 8. Plan and Route Map, and put up signboards and posters.
CONTEXT	<ol style="list-style-type: none"> 1. Your task force team will introduce themselves individually, including their roles and responsibilities as stated in the Reference Information. 2. After 2-3 minutes, the team leader will shout, 'Fire! Fire! Fire!' and the big bell will ring. 3. You only have 2 minutes to evacuate. 4. During the evacuation, the team leader will shout, 'There is fire on your clothes!' 5. You only have 20 minutes to carry out the entire drill.
INFORMATION	<ol style="list-style-type: none"> 1. INFORMATION PROTECTION TEAM: INFORMATION UPDATE <ul style="list-style-type: none"> ▶ Produce Information, Education, and Communication (IEC) materials such as posters, leaflets, and short tips about the steps to take during a fire. ▶ Deliver specific information about fires and safety signals. Example: <ul style="list-style-type: none"> • A long continuous bell sound: "Fire! Fire! Warning: there is a fire in the school area!" • "GET OUT, STAY OUT, CALL FOR HELP: The fire is becoming serious and spreading. Please evacuate immediately!

MODULE 4 ACTIONS DURING DISASTER

SCENARIO 3: FIRE

INFORMATION

- ▶ Conduct an awareness activity by giving a briefing on the fire situation:
 - Call the emergency line FIRE DEPARTMENT (BOMBA) or contact the facilitator.
 - Ensure friends do not panic, stop working, and stand calmly.
 - Form a line quickly and quietly.
 - Do not bring school bags; only take important documents such as ID cards or wallets.
 - Inform friends to get ready to move to a safe location.
 - Evacuate to a safe place such as the school field.
 - Do not run or push each other.
 - The team leader and facilitator are the last to leave the classroom and are responsible for turning off switches and lights.
 - Perform the “STOP, DROP, ROLL” position if clothing catches fire.
 - Crawl to avoid smoke and cover your nose and mouth.
 - Do not return to the building to retrieve forgotten belongings.
 - ▶ Explain the Emergency Plan and Evacuation Route Map that has been prepared.
 - ▶ Use safety signals such as flags or colored papers to give instructions.
 - ▶ Monitor regular updates from electronic media (television, radio, internet) and coordinate with other teams, especially the Evacuation Team.
- 2. SEARCH AND RESCUE TEAM: SEARCH FOR AND RESCUE VICTIMS**
- ▶ Check the exits and ensure there are no hazards for evacuation.
 - ▶ Make sure all friends have completely left the classroom.
 - ▶ Prepare a stretcher and ensure it is accessible.
 - ▶ Provide special assistance to friends who have difficulty moving (e.g., physical disabilities, health problems).
 - ▶ Coordinate with facilitators and other teams, especially the Evacuation Team.
- 3. FIRE SAFETY TEAM: ENSURE THERE IS NO RISK OF FIRE**
- ▶ Ensure fire extinguishers are in place and functioning properly.
 - ▶ Inspect fire-prone areas such as the chemistry lab, canteen kitchen, and water heater tanks.
- 4. MEDICAL TEAM: INJURY TREATMENT**
- ▶ Ensure the Grab Bag and First Aid Kit are always updated and ready for use.
Contents of the Grab Bag:
 - Water and personal hygiene items
 - Food
 - Flashlight
 - First Aid Kit
 - Copies of personal documents
 - Mobile phone with charger
 - Family and emergency contact information
 - Cash
 - Emergency blanket
 - School map
 - Clothes, hat, and shoes
 - Emergency card and health card
 - ▶ Treat injuries by washing small wounds with soap and water.
 - ▶ Apply bandages to minor wounds and replace them if dirty, damaged, or wet.

SCENARIO 3: FIRE

INFORMATION

- ▶ Stay calm and composed.
- ▶ Pay attention to the special medical needs of friends and ensure there is enough medication for 1-2 days.

5. EVACUATION TEAM: LEAD THE EVACUATION TO A SAFE PLACE

- ▶ Identify safe open areas for assembly.
- ▶ Use the “DROP, COVER, HOLD” position while moving.
- ▶ Stay away from tall buildings, electric poles, trees, and streetlights.
- ▶ Follow the Emergency Plan and Route Map.
- ▶ Ensure students line up according to their classes.
- ▶ Count the number of people at the safe location and inform the facilitator if anyone is missing.
- ▶ Return to the classroom only when instructed by the facilitator or when the radio announces that the area is safe.
- ▶ Check the safety of the building before re-entering.

6. CARE & SUPPORT TEAM: EMOTIONAL SUPPORT

- ▶ Provide emotional support to friends who may experience stress or anxiety due to the fire.
- ▶ Prepare a safe space in the school for friends who need quiet time or a place to talk..



Image 7:
Simulation activity conducted in an open area of the school.



Image 8:
Students demonstrating creative bandaging techniques for a victim with a fractured arm.

MODULE 5

CLIMATE CHANGE

<p>OBJECTIVE</p>	<p>At the end of this session, students and facilitators will:</p> <ol style="list-style-type: none"> 1. Understand the concept of global climate change and its impact on daily life. 2. Identify human activities that contribute to climate change. 3. Develop an action plan to reduce the effects of climate change at the individual and community level. 4. Raise awareness about the role of trees and the environment in addressing climate change.
<p>DURATION</p>	<p>45 minutes</p>
<p>GROUP</p>	<p>5 groups (8 students per group)</p>
<p>FACILITATOR</p>	<p>1 lead facilitator and 9 facilitators (1-2 facilitators for each group)</p>
<p>MATERIALS</p>	<ol style="list-style-type: none"> 1. Activity Equipment: <ul style="list-style-type: none"> ▶ Green, blue, and black felt fabric. ▶ Envelopes containing pictures of green trees, houses, cars, motorcycles, factories, and animals. ▶ Envelopes containing black trees. ▶ World climate change calculation table form. ▶ Calculator. 2. Stationery: <ul style="list-style-type: none"> ▶ Mahjong paper, marker pens, ruler. <p>Example: Pie chart showing gas composition in the air (oxygen, nitrogen, carbon dioxide).</p>
<p>STEPS</p>	<p>Step 1: Introduction (5 minutes)</p> <ol style="list-style-type: none"> 1. The facilitator begins the session with reflective questions: <ul style="list-style-type: none"> ▶ Students identify and record: <ul style="list-style-type: none"> ▶ What do you know about global climate change? ▶ Do your daily activities contribute to climate change? ▶ What is the current condition of your residential area? 2. The facilitator briefly explains climate change and its impacts. <p>Step 2: Carbon Mapping Activity (20 minutes)</p> <ol style="list-style-type: none"> 1. Group Assignment: <ul style="list-style-type: none"> ▶ Each group receives activity materials (felt fabric, envelopes, and calculation forms). ▶ Students arrange the pictures on the blue felt fabric to represent their residential area. 2. Carbon Calculation: <ul style="list-style-type: none"> ▶ The facilitator explains how to calculate the number of black trees needed to absorb carbon dioxide based on: <ul style="list-style-type: none"> • Number of family members. • Number of vehicles (cars, motorcycles). • Electricity usage at home.

STEPS

- Number of pets
- ▶ Students calculate the total number of black trees and compare it with the existing green trees.

3. Result Interpretation:

- ▶ The facilitator explains that black trees represent carbon dioxide that is not absorbed, causing the greenhouse effect.
- ▶ Students are guided to understand how excess carbon dioxide affects the global climate.

Step 3: Discussion and Action Plan (15 minutes)

1. Question and Answer Session:

- ▶ The facilitator asks students about the steps to reduce carbon dioxide.
- ▶ Examples: Reduce vehicle usage, plant more trees, save electricity.

2. Presentation of Ideas:

- ▶ Each group presents their ideas to reduce the impact of climate change at school or home.

3. Action Plan:

- ▶ Students record practical steps that can be taken individually or in groups.

Step 4: Reflection and Closing (5 minutes)

1. Reflection Sharing:

- ▶ What did you learn today?
- ▶ Will you change any of your daily habits after this session?

2. The facilitator summarises the session and emphasizes the importance of collective action in addressing climate change.

TIPS

1. Use concrete examples (such as the number of trees vs. vehicles) to facilitate understanding.
2. Encourage active interaction among students through open-ended questions.
3. Ensure all students are involved in the calculation activities and discussions.

Slide 1: Gas Composition in the Air

- ▶ Example pie chart showing percentages of oxygen, nitrogen, and carbon dioxide.

Slide 2: Impacts of Climate Change

- ▶ Rising sea levels
- ▶ Extreme weather changes

Slide 3: Reflection Questions

- ▶ “How do you feel after understanding the impact of daily activities on the climate?”
- ▶ “What is one action you will take to reduce carbon dioxide?”

MODULE 5 CLIMATE CHANGE







LIVING THINGS / OBJECTS That produce carbon dioxide	FORMULA
<p>Humans</p> 	<p>Example: $1 \times 13 = 13$</p> <p><input type="text"/> 3 = <input type="text"/></p>
<p>Medium-sized car exhaust</p> 	<p>Example: $1 \times 46 = 46$</p> <p><input type="text"/> 6 = <input type="text"/></p>
<p>Factory emissions</p> 	<p>Example: $1 \times 36 = 36$</p> <p><input type="text"/> <input type="text"/></p>
<p>Motorcycle exhaust</p> 	<p>Example: $1 \times 23 = 23$</p> <p><input type="text"/> 3 = <input type="text"/></p>
<p>Household electricity usage</p> 	<p>$1 \times 183 =$ <input type="text"/></p>
<p>Goats / Domestic animals (pets/livestock)</p> 	<p>Example: $1 \times 2 = 2$</p> <p><input type="text"/> $\times 3 =$ <input type="text"/></p>
<p>TOTAL NUMBER OF BLACK TREES REQUIRED</p>	<input type="text"/>
<p>TOTAL NUMBER OF TREES AVAILABLE</p>	<input type="text"/>
<p>TOTAL NUMBER OF BLACK TREES REQUIRED (= TOTAL NUMBER OF TREES REQUIRED - TOTAL NUMBER OF EXISTING TREES)</p>	<input type="text"/>

Figure 9:
Formula for calculating carbon dioxide in the Global Climate Change game

CONCLUSION AND WAY FORWARD

Overall, the development of the School Preparedness Programme (SPP) Module represents a significant effort to enhance students' knowledge, awareness, and disaster preparedness. Based on the identified need for disaster risk education at the school level, the module was systematically developed with an emphasis on interactive approaches and experiential learning.

The main objectives of the module—enhancing student knowledge, building practical skills, and instilling a culture of preparedness—are achieved through a range of interactive activities designed to encourage active student engagement. The module also serves as a supplementary support to existing subjects and curricula, particularly in fostering moral values, a sense of responsibility, and enhancing students' understanding of disaster risk management within schools. For facilitators, the module provides clear implementation guidelines, thereby strengthening their role as knowledge disseminators and community capacity builders. Facilitators are also encouraged to adapt the module according to students' age group, comprehension level, and school capacity.

With effective implementation, the module is expected to contribute to the development of a younger generation that is more aware, prepared, and responsible in addressing disaster risks. It also has the potential to serve as a sustainable educational tool, adaptable to various school and community contexts nationwide.





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Figure 9

Formula for calculating carbon dioxide in the Global Climate Change game