

❖ Who are the Trainers, Facilitators and target group?

➤ **Trainers**

Trainers can be the experienced and competent **YABC Peer educators** who have completed the YABC Peer Educators' training and practiced afterwards in the field. And **DRR practitioners** in charge of SBDRR can be trainers. They must have strong knowledge and skills on DRR knowledge and facilitation approach with a good understanding of YABC methodology.

➤ **Facilitators**

Facilitators are RC Youths and DRR practitioners who participated in the YSS facilitators' training and are responsible for facilitating YSS. The youths should be experienced in certain facilitation (preferably YABC peer educators) and are involved in RC activities within their National Society. DRR practitioners/volunteers can be involved as facilitators for giving knowledge about DRR. Both should ensure a full understanding of the process and the YABC methodology. Usually Facilitators team ideally comprises 2-3 members.

➤ **Target Group**

Target group is composed of Students, Teachers, RC youth club members and parents. Each training can target on **20 at minimum and 24 at maximum** in number of participants with the following ratio as below example.

Appropriate Age for RCY and Students; Aged 15-25	
Number of Students;	between 10-14
Number of Teachers;	4 teachers
Number of RCY;	4 youths
Number of parents;	2 people.

4. Preparation

To prepare a Youth in School Safety Programme, followings should be considered;

1. Check with your NS and/or Branch if a formal agreement between local Ministry of Education and NS HQ or branches was made in order to organise such 1 day training in school. In such case, ensure to have a confirmation letter of RC about the Youth in School Safety Programme to be held at certain targeted schools in a certain period and follow the necessary requirements for organising the training.
2. Within the NS HQ, a strong communication should be established between DM department and Youth department for implementation of programme before the Phase 1. It will support to build a communication channel between branches and the Facilitators' team in the Phase 2 and the branches can ask for a focal person at school for arranging the training.



3. Ensure school risk assessment should be done before the training (Phase 1 and 2). A pre-visit of the Facilitator's team to schools prior to training should be arranged with a checklist (Reference 1).
 - a. Facilitators should know where is the safe place at the targeted school. Draw a School Layout in advance of the training.
 - b. Facilitators can identify a list of immediate action for the target group to be implemented during the training day by referring to the checklist
 - c. Facilitators can collect the necessary school information, and a list of partners with their contact details which may support the school safety. (outline who can support what –through a discussion with branches and school).
4. During a pre-visit, a briefing meeting with headmaster/principal should be organised, which is the most important part for a sustainability of school safety actions of the group.
 - a. Facilitators should brief about an importance of training, objective, agenda and schedule in details.
 - b. Discuss and confirm with him or her about an opening and closing remarks in relation to school safety actions with following contents;
 - Who will be responsible for the follow up actions at school after the training (RCY club at school or school existing committee or this group)
 - How will the school support/ expand this programme and report to branches about their implementations (what, when)
 - (If agreed by headmaster) headmaster can request a support from branches to invite facilitators to join the monitoring actions of the plans through the speech.
 - c. Ensure gender and diversified participants for the training through a discussion and agreement with headmaster
5. Facilitators' Preparation before training; Allocate tasks among team members and practice with team members led by lead facilitators.
 - a. Reporting: Submission of School Safety Plan to HQ and leave 1 copy for the school and 1 copy for branch
 - b. Facebook uploading (should get a permission from school for uploading picture prior to the training, follow NS Social media policy and guideline)
 - c. Documentation including a report (Reference 2; Template)
 - d. Logistics
6. Optionally join the monitoring, and progress tracking of POA. The facilitators can engage in this process later if required by branches or HQ upon the request of schools.

5. Remarks

This Facilitator's Guide is the key guiding material for any facilitators to start a SBDRR Programme in a connection with the Comprehensive



School Safety Framework at their Branches or schools or HQs. It explains the preparations and how to conduct the Training at schools. This guide has been developed aiming the accessibility and usefulness for youth and volunteers as well, with simple terminology and easy understanding step by step approaches. It includes even the agenda of training, steps how to facilitate sessions. Each session has two major sub-sections: 1) **Facilitator to do**, which guides the facilitator on the steps to follow in conducting the session, and 2) **Facilitator to know as a reminder**, which provides the facilitator with the information necessary for him/her to confidently discuss both the process as well as the details of the topics of that particular session.

The facilitator has the option to rearrange the sequences of the guide. However, it is strongly recommended that the proposed schedules are followed as written at least for the first few times s/he undertake the Youth in School Safety Programme. As the facilitator gains experience and become more familiar with the Youth in School Safety Programme, s/he may start making adjustments on the sequences of the schedules.

Although the schedule recommends 1 day training, an experienced facilitator, who wants to focus on more planning and monitoring, can spend 1.5 days to further detail the concrete monitoring plans for action and process.

❖ Tips and Techniques

- ❑ Role of facilitators
 - ✓ Encourage the participation
Through active listening skills, facilitators create an atmosphere in which all participants can participate freely and ensures that relevant statements, arguments and discussions during the session are well captured, and are used to develop or further strengthen the SBDRR plan.
 - ✓ Maintain the focus on the subject.
Facilitators clarify all steps and exercises of the training, arguments by asking questions and examples.
 - ✓ Build an agreement among participants
Facilitators ensure shared understanding of the sessions and providing basic counseling and feedback.
 - ✓ Manage the decision making process
Facilitators ask questions when participants are in doubt in order to assist them to become aware and self-critical, and to look at aspects from different points of view before deciding, or taking a position.
 - ✓ Keep time of the process and sessions



① Preparation for the Training

- 1) logistics support very important
- 2) understanding between school and YSS facilitator or RC handling it should be earlier at least a month before session.
- 3) The time management would be ^{great} ~~not~~ if we have time on better information to school and YSS as we are the facilitator. because they (school) depends on us to make them aware of

④

- The facilitator's Guide Book should be sent to all participants before present in KL at least 1 week to make sure participants have time to learn and make understanding.
- The energizer activities should be diversity / choices.





Youth in School Safety Programme

Time	Agenda
0830 - 0900	Opening Remarks and Introduction of participants
0900 - 1000	Red Cross Orientation, DRR and School Safety Framework
1000 - 1015	Tea break
1015 - 1100	Activity "Get out of Here"
1100 - 1215	Task Force and Mock-drill preparation
1215 - 1300	Lunch
1300 - 1330	Task Force and Mock-drill preparation
1330 - 1400	Group 1 "Fleeing the Flood"
1400 - 1430	Group 2 "Escape the Fire"
1430 - 1500	Group 3 "Escape from the Earthquake"
1500 - 1530	Group 4 "Safe from the Cyclone, Hurricanes"
1530 - 1545	<i>Tea break and welcome Parents</i>
1545 - 1630	School Safety Action Now! "Our school, our safety"
1630 - 1730	Action Plan! "Our school, Our safety"
1730 - 1800	Closing

Preparations needed

1. "Youth in School Safety Programme program" Flip charts prepared in advance
2. Projector and Laptop for Presentation Slides
3. Empty flipcharts (at least 10 pieces) and copies of 7 fundamental principles and values
4. Stationaries
 - Markers or Chalk (different colors)
 - Post-it (at least 5 per participant)
 - One note book and one pen per participant
 - Blindfolds (10 pieces)
 - Whistle or a bell
 - String or tape
 - Two similar size boxes (2 wrapping papers; beautiful looking one and ugly used paper)
 - 1 pack of sweets or candy
 - Leaves and stones
 - Prepared Cards (Annex 3, Annex 4)
 - Two Tea breaks and Snacks & one lunch & water

Overview of the Training

• Need more details on the coordination with the school.

- pre-meeting with school (annex checklist)

- data collection

- feedback meeting after the YSS event

- role of the Youth RC club (teacher in charge).

* Key word for the training is to be flexible

• time: at least 1.5 days - 2 facilitators

- adapt with each country/area ~~for example~~:
type of ~~type~~ hazard -

add: how to respond with each hazard, ~~to the hazard~~

④ Time constraint practice (limited time to practice) which help facilitator to be more flexible.
Eg. Day 2 of training from 8.30am → 3pm

think with team task Force become 1.



- Time management is very important.

It would be easier to practice if I first experience the tool myself.

experience → understand
→ allocate roles → practice
→ practice → practice
or else it is only understanding the session that had been facilitated → practice → practice

Session 1: Opening Remarks and Introduction of Participants

Objectives:	At the end of this session, participants <ol style="list-style-type: none"> 1. Know each other 2. Be confident with opening 3. Memorize participants names
Time required	30 minutes
Required materials	Flipchart "Youth in School Safety program" Large Post-it and markers

	<p>A. Welcome participants. Introduce your team as RC people.</p> <p>B. Invite School Principal/Headmaster to make an opening remarks (please confirm with him or her about the speech)</p> <p>C. Ask participants to introduce themselves to the whole group.</p> <p>Icebreaker (Some ideas)</p> <ol style="list-style-type: none"> 1) Ask participants to form a circle 2) Invite each person in turns to present themselves by telling his or her name and make a signature move (ex: state the name "my name is Julia" and clap the hands three times), all the others repeat the name and move of the person who just introduced oneself. 3) After all are done, thank participants and let them go back to their seats. <p>D. Explain the objectives of the training</p> <ol style="list-style-type: none"> 1) To understand the school disaster risk and capacities 2) To develop a plan of action for their school and for their safety in the times of disaster <p>E. Explain the whole day program by showing the flipchart you have prepared earlier</p> <p>F. Explain them to draw a picture "what they think of risk at their school and their feelings on it" and stick on the wall with their names. This is the baseline survey about the school from the prospective of participants.</p>
	<p>A. Before starting any session, remember that you are in charge of the classroom set up. you need to make sure that all participants can see you, the screen and the flipchart or black/whiteboard easily.</p> <p>B. Having participants in a U-shape generally helps to encourage active participation and sharing from all, in addition to making it easy for you to see them and for them to see you.</p>



① Introduction session of facilitator in a fun way to break "the wall" between facilitator & participant. whole session becomes less formal.

② After introduction session & jumping to next session of two boxes is not very smooth. How can we make it better? smoother way?

③ Can we also add the expectations of the participants on the training so we know what and how ~~the~~ is the approach of our facilitation
→ Getting to know you

④ Ice breaker should be more choice, I don't have experience to organize icebreaking.



Session 2: Red Cross Orientation, DRR and School Safety Framework

Objectives:	<p>At the end of this session, participants</p> <ol style="list-style-type: none"> 1. Gain knowledge of RC origin and fundamental principles 2. Be open minded and think critically 3. Understand of Hazard, Vulnerability and Capacity 4. Contents of Comprehensive School Safety Framework. 5. Equip knowledge of DRR and School Safety Framework.
Time required	60 minutes
Required materials	<ol style="list-style-type: none"> 1. Two similar size boxes (2 wrapping papers; beautiful looking one and ugly used paper) 2. 1 pack of sweets or candy 3. Leaves and stone 4. 7 Fundamental Principles and value (Annex 1) 5. Prepared Cards (Annex 2)

WHAT TO DO? Steps

Phase 1; Activity "Two boxes" (30 Mins)

A. Ask all participants to go out of the classroom.

B. Invite one by one to the table with two boxes and two sheets of paper.

C. Explain that "Today is a choice of the day; you can select one of two boxes and write your name on paper in front of the box you selected. You are not allowed to touch or see inside. We will finally open only one box with most votes". After selection, let them go back to their seats.




D. Once all participants have chosen the box, count the names on sheets and open the box with the most votes and show it to all participants and observe their reaction.

E. Ask if they want to see other box. If they agree, open the other box and show the contents to them.

F. Debriefing with Guided questions.

- How did you feel when discovering what was inside each of the boxes? Why? (both groups)
- Is it really xxx? For example, sweets or leaves in the forest when you lost your way.
- How did you choose between the two boxes? Think about what influenced you during the decision-making process, etc.
- What choice would be more available? (considered not voting for either of the boxes)
- What do you learn from this experience? (Decision-making processes in your daily life, Elements influencing your opinions and choices e.g., peer pressure, media, marketing and the consequences of these



	<ul style="list-style-type: none"> ➤ Let them "answer with their feet" (not allowed to discuss or talk) and walk and stand in the line of % ➤ Check if they understand DRR correctly or not with following questions; what is DRR? What are hazard, vulnerability and capacity? (It is natural if they can't answer at all and stand in the line 0%) <p>B. Regardless any answers, tell them they will learn about DRR and school safety framework in this session and go back to the slides. Please refer to the Reference 3 (15 Mines)</p> <p>C. Check if they understand Hazard, vulnerability and capacity correctly (10 Mins).</p> <ul style="list-style-type: none"> ➤ Distribute Hazard, vulnerability and capacity cards and ask each of them read their cards. (Annex 3) ➤ Explain them if the card means "Hazard", all participants should raise their hands and wave them. If the card means "Vulnerability", all participants should spin with raising hands. If the card means "capacity", all participants should unite with arms in arms. ➤ Observe their actions and correct with a repeated question if they read a card wrongly. <p>D. Thank participants for their active participation and assess their knowledge "Answer with their feet". If they stand on the line above 75%, then it is the success of the presentation.</p>
	<p>Phase 1; Prepare stones, sheets and leaves in one box, and sweets in the other box and prepare a pen and two sheets of paper in front of the boxes Observe all participants while they watching boxes and brief by calling names of participants with Why question. Recommend two facilitators work together for this activity</p> <p>RC origin and Fundamental Principles; Facilitators can bring its NS RC orientation materials, RC youth policy and guideline if available. And if time allows, Facilitators can brief about RC movement including the emblem use.</p> <p>Phase 2; If you cant use the projector at school, you need to print or draw the pictures and explain them by showing them (Reference 3; Slides).</p> <p>This session is the most important session for children and youths to question themselves, open their mindsets and think critically. The facilitators should use the methodology "YABC" to the full by asking questions rather than giving them answers.</p> <p>Don't take over 1 hour and let them have a break after this activity and prepare for next session.</p>

Maybe we can have a short video of the History and Principles of RC Movement for them to know a little and remember important events leading to the formation of the movement.



	<p>influences, common preconceived ideas, stereotypes and prejudices in your community, hasty opinions and judgements made towards another person according to their appearance, etc., the groups)</p> <p>In a Summary</p> <ul style="list-style-type: none"> ➤ Don't judge or discriminate by appearance. Don't look at differences, but look at common things which are valuable. Depending on your perception. Drop all bias and be non-judgmental and be inclusive. ➤ Respect your choice without influenced by peers. Think critically. There is wrong or right choice, but only consequences are remaining ➤ Be open-minded and open your all possible options and respect for all diversities. <p>RC origin and Fundamental Principles. (Please distribute annex 2 to participants)</p> <ul style="list-style-type: none"> ➤ This exercise recalls about our RC origin and Fundamental Principles ➤ Explain about RC origin; The founder Henry Dunant at the battle of Solferino supported the needs of wounded soldiers regardless of the side on which they were fighting by mobilising all people around. That was a foundation of RC. And that spirit developed 7 RC fundamental principles, which is key essence of RC Movement; <ul style="list-style-type: none"> • Humanity • Impartiality • Neutrality • Independence • Voluntary Service • Unity • Universality ➤ Through this exercise we learnt about non-discrimination and respect for diversity which is a key, at the very essence of the Red Cross Red Crescent movement. ➤ Non-discrimination is inspired by him, and is captured in our Fundamental Principle as "Impartiality". The Fundamental Principle of Impartiality also calls for proactive and specific measures to reach groups who, because of their differences, would otherwise not benefit from general assistance and services. For example, if a food distribution is organized, we need to make sure to help a person who is physically unable to come to the distribution centre by bringing the food to their home; otherwise, they would not be able to benefit from the provided assistance and this would be discrimination. ➤ Respect for diversity means not only accepting that others may be different but also respecting that difference. The Red Cross Red Crescent respects diversity and welcomes all individuals and actively seeks the participation and value of all. Each RC (from our country, xx National Society) be open to all who wish to become members or join in its activities. Therefore, on this occasion, we encourage all of you to join the RC as RC volunteers for your school and community. This respect for diversity is also a humanitarian value supporting the Fundamental Principle of Universality, which endorses the equality of National Societies. <p>Phase 2; Presentation "DRR and School Safety Framework" (30 Mins)</p> <p>A. Assess participants' knowledge on DRR (5 Mins)</p> <ul style="list-style-type: none"> ➤ Write % (e.g: 0%, 25%, 50%, 75%, 100%) in A4 paper and place them in front of the classroom ➤ Ask participants "How much % do you know about DRR?"
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30 mins. IS NOT ENOUGH TO
DISCUSS AND TO ACTIVITY FOR
DRR & School Safety Framework

Annexes

Annex 1: RC 7 Fundamental Principles and Values

From Fundamental Principles...

7 Fundamental Principles	Fundamental Principles components	Related humanitarian values	7 Personal skills
Humanity	<ul style="list-style-type: none"> • Alleviate and prevent suffering • Protect life and health • Assure respect for and protection of the individual 	<ul style="list-style-type: none"> • Active goodwill and care • Human dignity and well-being • Mutual understanding and peace 	<ul style="list-style-type: none"> - Empathy - Active listening - Critical thinking and non-judgement - Non-violent communication - Collaborative negotiation and mediation - Personal resilience - Inner peace
Impartiality	<ul style="list-style-type: none"> • Non-discrimination • Actions are solely guided by needs, proportional to the degree of suffering and prioritised on the basis of urgency • No individual action or decision on the basis of prejudice or personal preference 	<ul style="list-style-type: none"> • Equality • Respect for diversity • Objectivity and openness 	
Neutrality	<ul style="list-style-type: none"> • No taking sides in armed conflicts • No engagement in controversies of a political, racial, religious or ideological nature 	<ul style="list-style-type: none"> • Confidence (trust) • Self-control and discipline • Freedom of action and objectivity 	
Independence	<ul style="list-style-type: none"> • Not letting political, economic, social, religious, financial, public pressure interfere or dictate RCRC line/action • Auxiliary to public authorities • Maintain autonomy to be able to act in accordance with the Fundamental Principles 	<ul style="list-style-type: none"> • Sovereignty • Co-operation • Freedom of action and confidence 	
Voluntary service	<ul style="list-style-type: none"> • Freely accepted commitment • No desire for gain • Selflessness 	<ul style="list-style-type: none"> • Spirit of altruism and generosity • Spirit of service • Spirit of responsibility and discipline 	
Unity	<ul style="list-style-type: none"> • One National Society per country • Open to all • Active in entire country 	<ul style="list-style-type: none"> • Harmony and cohesion • Diversity and pluralism • Confidence 	
Universality	<ul style="list-style-type: none"> • Universal vocation • Equality of National Societies • Solidarity 	<ul style="list-style-type: none"> • Openness to all in the world • Co-operation • Mutual assistance 	

Annex 2: Prepared Cards

Hazard:

Floods, Cyclones, Hurricanes, Hailstorm, Cloud Burst, Heat Wave and Cold Wave, Drought, Landslide, Earthquakes, war, fire

Vulnerability:

Fencing, Electric wires, laboratory, powerlines, rivers, main roads, open well, Chemistry room,

Capacity:

School Safety Plan, School Safety Committee, Evacuation Mapping, grab bars, Fencing, Electric wires, laboratory, powerlines, rivers, main roads, open well, Students, Parents

How to briefly explain the 7 Fundamental Principles, for this is so important.



- Spend more time ~~for~~ for explaining for students the ^{threat} (vulnerability).

- with ^{RR}VSSF : ~~at least~~ at least 45 minutes.

- For Session 2, the order of the programme goes like this:
1) Two boxes 2) RC origin 3) 7 Fundamentals 4) DRR & Framework.

In my opinion, numbers 1 & 3 should be side-by-side with each other in this module. RC origin can either start first, or later. Example: 1) RC origin 2) Two boxes 3) 7 Fundamentals 4) DRR & Framework.

→ The Phase 2 should be fine tune.

→ DRR part →

→ explanation should be thorough.

→ no point of skipping examples → go thru.

⊕ examples should be read by each individual.

→ I think the sub 7 Fundamentals is the short version only, because it's the for student.

→ How many disasters do we specify in presentation?

→ Please fixed to understand clearly.

→ Need more time for explanation about fundamental & principle for all of participants.



School Safety...

What makes schools unsafe?

What are the risks / dangers for children, teachers...?

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1. Start by asking each person to reflect on his/her experience as a child / teachers and give 2 or 3 examples of dangers / problems / risks that make school unsafe... (5 minutes individually)
 2. Gather all ideas and put cluster them on the floor in the middle of the room
 3. Usually, participants will have a mix of "hazards" (floods, earthquake, tsunami) and "vulnerabilities" (old building, lack of knowledge...). It is good then to clarify with them that we cannot avoid some problems (hazards), however we can prevent some of them and be prepared to respond to others. Take 2-3 examples from the examples on the floor and invite participants to state they can be avoided / acted upon.
- = then show slides 2-5

↑ → proper slides confirmation should be confirmed than last minute changes of slides. to avoid confusion.

little bit technical explanation is needed here ? more about School Safety / Risk / Vulnerability / Capacity / DRR management book



It is not only about disasters...

Category	Examples of Hazards
Fire	Fire, wildfire
Water	Flood, tsunami, drought, water shortage, coastal erosion, dam break
Wind	Cyclone/hurricane/typhoon, hail storm, lightning, windstorm, sand-storm, tornado
Earth	Earthquake, landslide/debris or mudflow, volcanic eruption/lahar flow
Health	Pandemic (e.g., HIV, influenza, avian flu, Ebola), illness/epidemic (e.g., gastrointestinal), malaria, dengue, air pollution/haze, water pollution, food poisoning, food shortage (nutritional deficiencies)

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... but a comprehensive approach...


Category	Examples of Hazards
Technological	Hazardous materials release, power shortage, transportation accident (e.g., train, subway, airplane), road accident (e.g., buses, jeepney, tuk-tuk, car, motorcycle, bicycle)
Conflict/Violence	Unexploded ordnance (UXO), organized armed attack, individual armed intruder, students fighting, bullying, sexual violence, civil unrest, terrorism
Others	Playground accident, drowning, pest infestation, extreme cold, extreme heat, unsafe structures and fixtures

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Youth Development




The Goals of Comprehensive School Safety

The goals of comprehensive school safety are:

- To protect learners and education workers from death, injury, and harm in schools
- To plan for educational continuity in the face of expected hazards and threats
- To safeguard education sector investments
- To strengthen risk reduction and resilience through education

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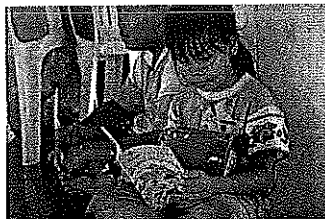
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Extracted by the CSS Framework agreed by all major organizations (see slide 10) and more and more by governments.



What is it about...?

A recognition of children's rights to **survival and protection** as well as to **education and participation**.



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Activities contributing to school safety?

What can be done to increase the safety in and around schools?

Examples of activities (from RCRC or other actors...?)

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1. Second round of brainstorming to give examples of activities. If time is limited, you can limit to one idea/person or...? (5mn)
2. During the same time, install the three "circles" with rope in the floor (cutting through the risk in the centre)
3. Explain quickly the meaning of each circle or pillar with (1) "facility", (2) "Disaster Management" and (3) "Education / knowledge" (prepare 3 A4 papers with the keywords)
4. Have participants read out loud their activity and put in inside any of the 3 circles. If time is not sufficient, have all participants organize their ideas by themselves inside the circles.
5. During point 4 above, you can show the slide 7.



The “3 pillars”

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

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Working in partnership...

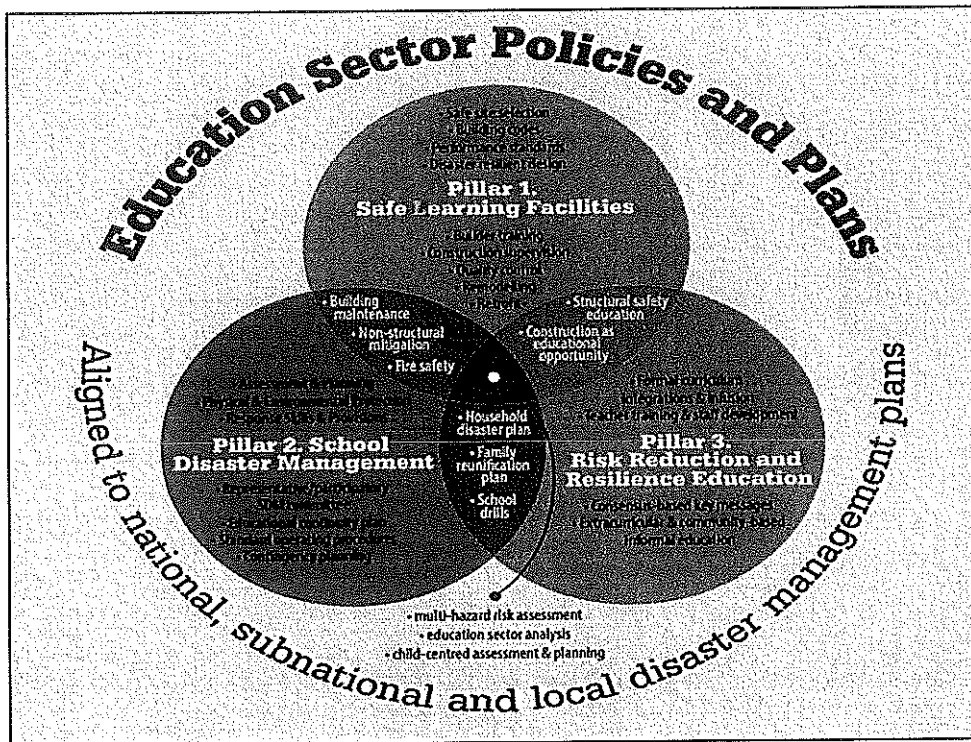
- At government level: disaster Managers AND education sectors...
- In our National Societies... ?
 - Disaster Management
 - Health
 - Water and Sanitation
 - Social services
 - Youth / volunteers
 - Organizational Development
 - Etc.

Everyone has a potential to contribute...

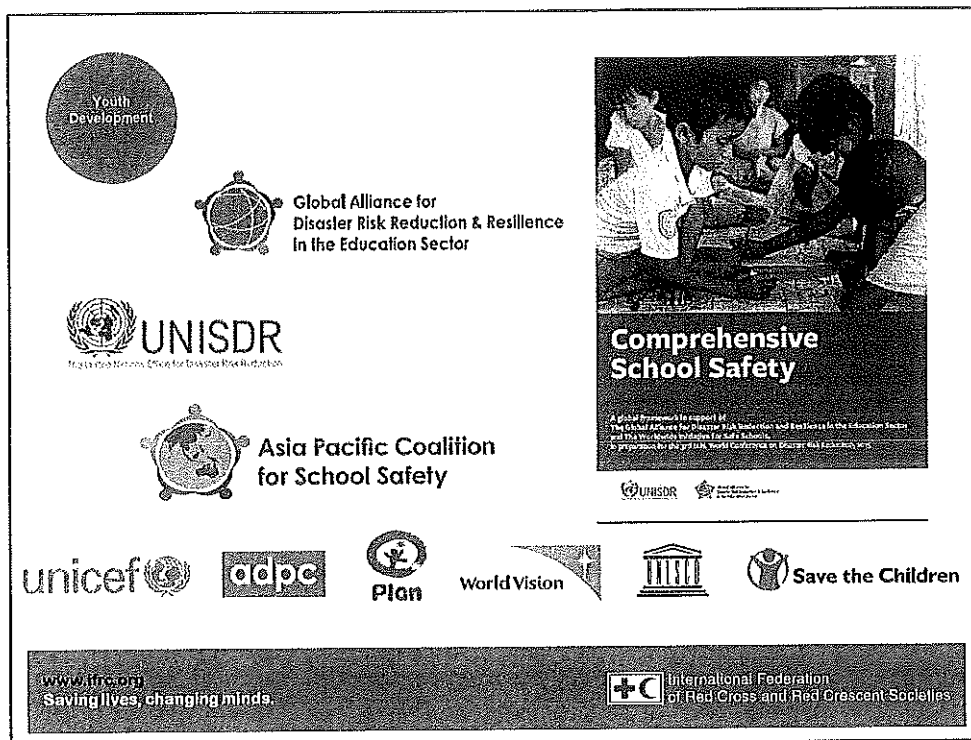
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1. Explain that successful initiatives for school safety are usually done in a partnership between DM and Education authorities (at all levels of government)
2. Likewise, within NSs, everyone can contribute... (although in most cases school safety falls under DM departments)



Compare the mapping of the group with the “official” CSS framework.
Time to do a group photo around the “map” on the floor!



Show who has signed CSS...

Also more recently some governments are adopting the framework as a key reference to their policies and strategies

Recently, ASEAN also endorsed it...



Key messages...

- **School safety is not only about disasters**
- **Everyone can contribute to school safety**
- **School safety is best achieved in partnerships**

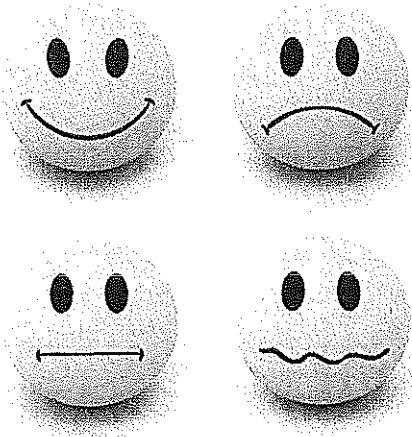
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How do you feel now?



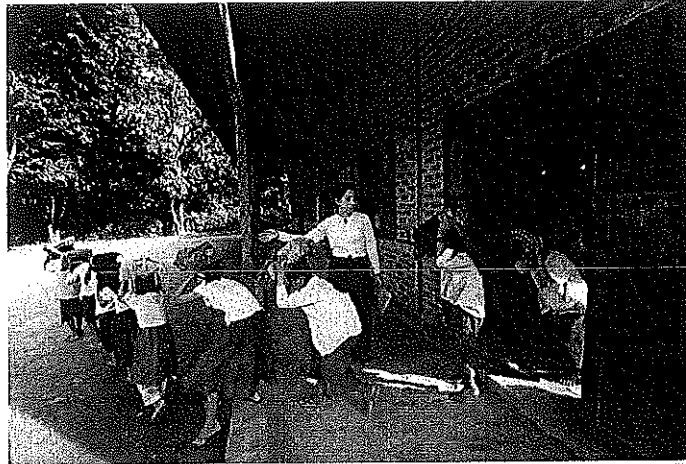
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THANK YOU and Any Questions?



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Session 3: Activity "Get out of here"

Objectives:	At the end of this session, participants <ol style="list-style-type: none"> 1. Experience part of the reality and vulnerability of others, such as people living with disabilities, through a situation of emergency 2. Build empathy skills by putting themselves in the other's shoes
Time required	30 minutes
Required materials	<ol style="list-style-type: none"> 1. Blindfolds (10 pieces) 2. Whistle or a bell 3. String or tape

WHAT TO DO? Steps

A. Use string or tape and mark the "It is the office building"

B. Divide into two groups and prepare half of group to be blindfolded and not allowed to speak, but use only gestures.

C. Mark an emergency exit within the space or room with the sign that you have created in advance using the board or sheet of paper; do not give any explanation to participants about what the sign means.

D. Explain to all participants that they are in an office building (e.g., a bank or a post office), on a common day in working hours, and assign a particular role to each of them (e.g., information desk, customer, cashier or mailman, financial advisor or postal worker, security guard, etc.). Finally, ask participants to mix with each other and walk around in the area you assigned as the office building

E. After a few minutes, blow a whistle or ring a bell as an alarm while shouting to the participants "Fire, Fire, a serious fire in the building. Everyone must evacuate NOW! Otherwise You will burn out". After one minute (maximum), clap your hands and say that time is up as the building has burnt out and call all participants.

F. Tell them to take off blindfolds and come together and ask following Guided questions


- How did you feel when you heard a fire alarm? Why? (not blinded)
- Were you easy to escape? Why?
- What about the blindfolded people? How did you feel when you heard a fire alarm? Why? Were you easy to escape? Why?
- Were all of you escaping in timely?
- If you are the real blind, imagine if you can't escape timely since nobody helps you. Can you feel the pain of those blinds in emergency now?

G. Now switch the role: blindfold those who were not in the last scene, and give same instruction to participants as "D".

H. Change the exit location and reduce the width of the emergency exit. Those blinds now should not know where it is placed. After a few minutes, blow a whistle or ring a bell to give the alarm signal while shouting to the





	<p>participants that the "building is collapsing, There is only one small exit, people can go out only one by one. Everyone must MOVE NOW". After one minute (maximum), clap your hands and say that time is up as the building has collapsed and call participants. (This time you can observe some scenes of helping each other or violence).</p> <p>I. Tell them to take off blindfolds and come together and ask following Guided questions</p> <ul style="list-style-type: none">➤ Now this time, how did you feel when you heard an alarm? (for those not blind) Were you happy and easy to escape? Why?➤ What about the blindfolded people? How did you feel when you heard the alarm? Why? Were you easy to escape? Why?➤ Some people xxx helped you, were you able to escape quickly?➤ Some people xxx was pushing, were you easy to escape?➤ What did you learn from this exercise? <p>In a Summary,</p> <ul style="list-style-type: none">➤ In emergency, there are a lot of chaos, collapse and urgencies. Through this experience, you've already felt in heart how those people such as people living with disabilities undergo a situation of emergency and you've helped them in the 2nd scenario. You've already put yourself in those blinds' shoes and helped them. We call it empathy. That is the feeling of empathy, one of the most important skills as human being has to build and grow.➤ You are the agents of change and you need to equip with this empathy skill to build a safer school. Safer school means a school without violence and discrimination and a school which all of you have a skill of empathy and build a mechanism to cope with any emergencies with your best practices.➤ RC youths pursue to build these empathy skills as the utmost interpersonal skills for having humanity in the daily life and work.
	<p>This is important session to build an empathy skill for children and youths to cope with any situation of emergency. Key elements or shocks are alarms. Be creative for making an alarm for them to feel surprised. You need to <u>prepare necessary items well in advance during the tea break.</u> Please find the empathy concept paper in Reference 4 for your debriefing</p>

③

- With disability not only blind - broken arm or leg...
mixtve type.

- sometimes when you have first round & everyone's out, then you started struggling for debrief & run for second session.

I practiced this session for 3 times & all the 3 times every's out (means they bring their toi out) in first round already? so?

- Need more time for get feedback from all participant
How they can learn more about this session

- need key messsange of each
session write down on the
outline

- all session, can be follow the step and
Scenario Actin all together.

Session 4: Task Force and Mock drill Preparation

Objectives:	At the end of this session, participants Organise a task force and prepare for mock drill exercise according to scenarios.
Time required	15min + 90 minutes
Required materials	<ol style="list-style-type: none"> 1. 5-6 copies of Scenarios 1-4 (Annex 3) 2. 2 copies of Obstacle cards (Annex 4) 3. Blindfolds, Time-table Flipchart as below picture 4. Flipcharts, markers, papers

Need to add more scenario (Health, conflict...), then can choose based on the school context.

WHAT TO DO? Steps

To many scenario, maybe we can choose 2-3 scenario is to heavy if we choose all of

Step 1: Task Force and mock drill exercise explanation. (10mins)

A. Divide participants into 4 groups; each group consists of 5-6 members and explain that they will do mock drill in the afternoon. For this, they will make preparations for 90 mins.

B. Explain them to select their group leader and collect Scenarios (1-4) from the facilitator. The front page indicated the "group 1,2,3,4"

C. All groups will present according to the time table (as below) and each group has to complete their actions within 20 mins.

Group 1	Group 2	Group 3	Group 4
13:30-13:50	14:00-14:20	14:30-14:50	15:00-15:20
(write down leaders' name)			

C. Explain them to cope with disaster/emergency, there should be task force established. The key task force consists of categories

1. Awareness and Information member
2. Search and rescue member
3. Fire safety member
4. FA member
5. Evacuation member

need annex to explain the roles

That task force should prepare for any kinds of disasters/emergency in advance. Main procedures are as follows


- Transact walk
- Risk assessment
- Evacuation mapping
- Basic procedure how to exit, evacuate.

need to simplify

D. Explain that the group is responsible to allocate tasks among members according to task force above and they have to cope with any kinds of emergencies in the scenarios by looking around the school and find safe places under the certain scenario, drawing an evacuation map, signs, posters and set up procedures and information.

E. To do this, they can use any kind of materials or resources in the classroom and be creative, safe and good luck! → need to example.



<p>Need more explain about How many students to give the card in a scene</p>	<p>Step 2; mock drill exercise preparation.(90 mins)</p> <p>A. When they start a preparation, visit the groups and coach them to prepare well</p> <p>B. Distribute obstacle cards to team leader and explain them "these cards are secrets to others and they have to act according to the cards when the responding group starts their action with a signal of alarm".</p> <p>C. Make sure that all members understand the situation fully and prepare well in advance.</p>
	<p>This is practical session for themselves to review their school facilities and safety at their eyes level. Through the preparation, they can be more creative to cope with emergency. Encourage all members participation and coach them if any questions or clarifications</p> <p>According to your time limit and context, you can use only 2-3 scenarios.</p>

for each scenario: need to annex a list of key messages (from RARE?) to ensure a proper debriefing in session 5.
Also consider having a branch OM staff join this session if available.

— clarify: position of 5 task force.

— In session 4 we need more time for preparation depend on the location and just 60/90 minutes for prepare it. It think not enough to

- I would like to have some informations about the technique team, about 5 key member.



- Need more explain about the obstacle cards.

- prepare more early security.

- Very Important to tool.

⑤ Each signage that has been prepared to be labeled out accordingly to group.

- need more explain for all participation, how do to this activities / need more time also

- All signs are good -> with each country adapt suitable with their situation -> the way respond - all items in emergency kit

- How to prepare for earthquake? drop / cover / hold on is not enough / picture pls -



Annex 3: Scenario (1-4)

Scenario 1: "Fleeing the Flood for 20Mins"

the all of annex 3 for the scenario
and for the card is 10 for 1-4

1. Situation



Floods in Myanmar are among the most frequent and costly natural disasters. Conditions that cause floods include heavy or steady rain for several hours or days that saturate the ground. Flash floods occur suddenly

In your school **you are teaching about the flood, you will hear weather forecasting Radio** when floods are predicted in your community and school.

Warnings by the Radio

- < Flash Flood!>: Be warning that flash flooding is possible in your area. Be prepared for any floods
- < Bang Bang Sound!>: Alarming that Flooding is already occurring in your school and you need to evacuate ASAP.

2. How to Prepare for a Flood

- Divide your team into 5 task force members and allocate their roles and responsibilities by referring of the task force duty
- Develop the Evacuation Plan and Map
- Installation of sign boards
- Be aware of members with special needs (disability, sick, mental disorder)
- Prepare following items available – packed and ready to go in case you need to evacuate from the school. (write/make items in paper)

- 1) Water and Sanitation and personal hygiene items
- 2) Food
- 3) Flashlight
- 4) First Aid kit
- 5) Copies of personal documents
- 6) Cell phone with chargers
- 7) Family and emergency contact information
- 8) Cash
- 9) Emergency blanket
- 10) Map(s) of the School
- 11) Clothing, hat and sturdy shoes



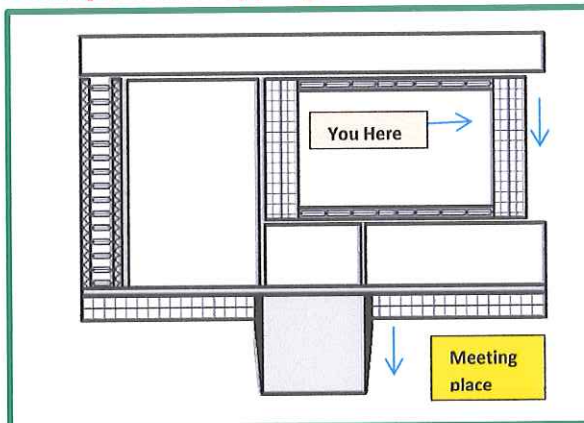
3. Responding during a Flood

- Listen to Radio for flood warnings
- When a warning radio is heard, prepare for evacuation
- Evacuate depending on radio instruction, heading for higher ground.
- Keep watching and coordinating patients and obstacles. Especially children out of the water. They are curious and often lack of judgment about running water or contaminated water.

4. Recovery

- Return school classroom back only when a radio have declared the area safe.
- Before entering your room, look outside for loose power lines, damaged gas lines, foundation cracks or other damage.
- Approach entrances carefully. See if porch roofs and overhangs have all their supports.
- **Let Your Family Know you're Safe!**

Examples of Map, Signboards





Scenario 2: "Escape the Fire for 20Mins"

1. Situation



A fire starts in your school. You just **have two minutes** to escape once fire alarm starts.

- **You will hear the fire alarm when you are lecturing the fire.**

2. How to Prepare for a Fire

- Divide your team into 5 task force members and allocate their roles and responsibilities by referring of the task force duty
- Develop the Fire Escape Plan, put a Map at an instant notice
- Installation of sign boards
- Ensure that all members know two ways to escape from the room.
- Make sure everyone knows where to meet outside in case of a fire.
- Inform low, crawling when fire and meeting outside.
- Make sure everyone knows how to call 9-1-1.
- Be aware of members with special needs (disability, sick, mental disorder)
- Teach all to STOP, DROP and ROLL if their clothes catch on fire.

3. Responding a fire



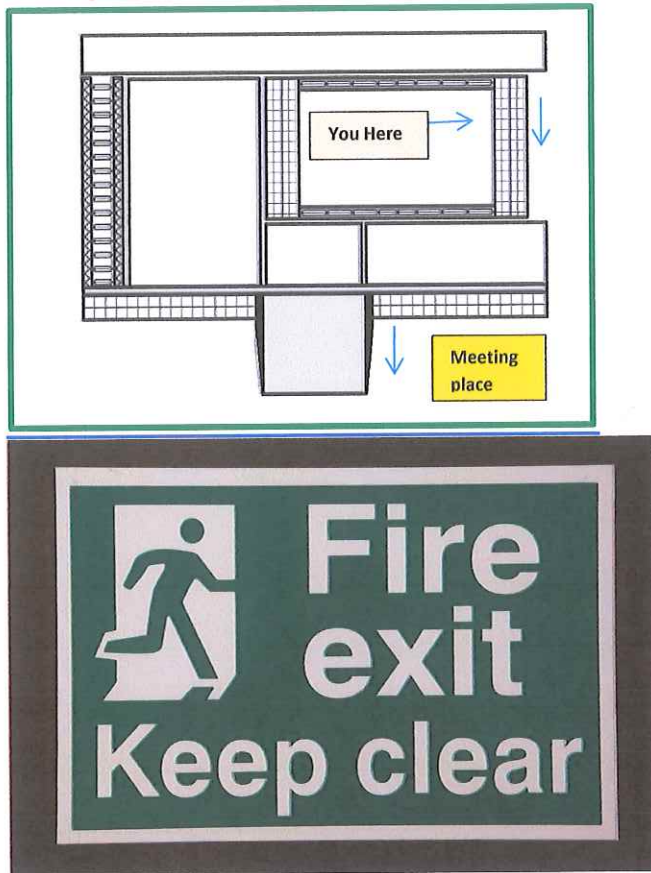
- Remember to yell "**GET OUT, STAY OUT and CALL for help**"
- CALL 9-1-1 or your local emergency phone number.
- Keep watching and coordinate if any patients or obstacles.
- If closed doors or handles are warm, use your second way out.
- Crawl low under smoke.
- Go to the outside meeting place and then call for help and follow the Escape Plan

map.

4. Recovery

- Have injuries treated by a medical professional. Wash small wounds with soap and water. To help prevent infection of small wounds, use bandages and replace them if they become soiled, damaged or waterlogged.
- Remain calm. Pace yourself. You may find yourself in the position of taking charge of other people. Listen carefully to what people are telling you, and deal patiently with urgent situations first.
- Check with the fire department to make sure your colleague is safe to enter.
- **Let Your Family Know You're Safe**

Examples of Map, Signboards



the participant can identify the mapping
base of the risks of their school



Scenario 3: "Escape from the Earthquake for 20Mins"

1. Situation



An earthquake is a sudden, rapid shaking of the earth caused by the breaking and shifting of rock beneath the earth's surface. Earthquakes strike suddenly, without warning, and they can occur at any time of the year, day or night.

Your school will be affected by the earthquake soon. You will **hear the alarm of earthquake while you are in the class telling "Earthquake"**.

Warning alarms

- < Earthquake!>: Be warning that earthquake is on your area. Be prepared for any evacuation.
- < Bang Bang Sound!>: Alarming that the earthquake is already occurring in your school and you need to evacuate asp.

2. How to Prepare for an Earthquake

- Divide your team into 5 task force members and allocate their roles and responsibilities by referring of the task force duty
- Develop the Evacuation Plan, put a Map at an instant notice
- Installation of sign boards.
- Practice "drop, cover and hold on"
- Be ready for evacuation if Bang alarm comes.
- Be ready of FA kits and emergency kits (write/make items in paper) in easy access location
 - 1) Water and Sanitation and personal hygiene items
 - 2) Food
 - 3) Flashlight
 - 4) First Aid kit
 - 5) Copies of personal documents
 - 6) Cell phone with chargers
 - 7) Family and emergency contact information
 - 8) Cash
 - 9) Emergency blanket
 - 10) Map(s) of the School
 - 11) Clothing, hat and sturdy shoes
- Door- ways are no stronger than any other part of a structure so don't rely on them for protection!
- During an earthquake, get under a sturdy piece of furniture and hold on. It will help shelter you from falling objects that could injure you during an earthquake
- Become aware of fire evacuation and earthquake safety plan map.



- Be aware of members with special needs (disability, sick, mental disorder)
- Pick safe place as the evacuation place in the school.
- Be aware that fire alarms/ evacuation map and sprinkler systems frequently go off in

Buildings during an earthquake

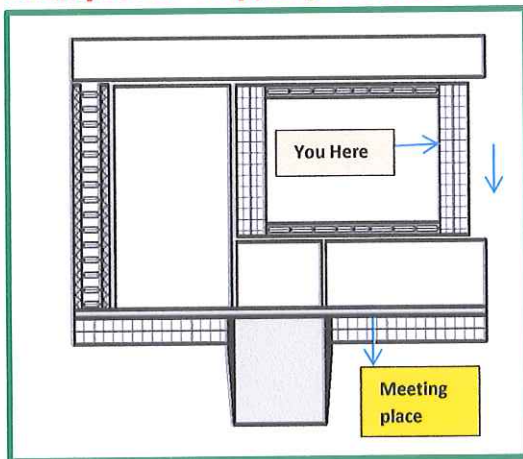
3. Responding an Earthquake

- Remember to yell “ **Drop, Cover and Hold On**” and **monitor all movements**
- Evacuate along to the signboards
- Find a clear spot (away from buildings, power lines, trees, streetlights) and drop to the ground.
- Keep watching and coordinating patients and obstacles.
- Stay there until the alarm sounds “shaking stops”.

4. Recovery

- After an earthquake, the disaster may continue. Expect and prepare for potential aftershocks, landslides or even a tsunami. **Tsunamis** are often generated by earthquakes.
- Each time you feel an aftershock, drop, cover and hold on.
- Check yourself and others for injuries and get First Aid, if necessary, before helping injured or trapped persons.
- Return only when the radio says it is safe to do so. Use extreme caution and examine walls, floors, doors, staircases and windows to check for damage.
- **Let Your Family Know You're Safe**

Examples of Map, Signboards





Scenario 4: " Safe from the Cyclone, Hurricanes for 20Mins"

1. Situation



Cyclones are strong storms that can be life-threatening as well as cause serious property-threatening hazards such as flooding, storm surge, high winds and tornadoes.

You will hear the sound alarm of Cyclone when you are lecturing the "Cyclone"

2. How to Prepare for a Cyclone

- Divide your team into 5 task force members and allocate their roles and responsibilities by referring of the task force duty
- Develop the Evacuation Plan, put a Map at an instant notice
- Installation of sign boards.
- Be ready for evacuation if Bang alarm comes.
- Check the disaster items (write/make items in paper) – packed, ready to go in case you need to evacuate from the school.
 - 1) Water and Sanitation and personal hygiene items
 - 2) Food
 - 3) Flashlight
 - 4) First Aid kit
 - 5) Copies of personal documents
 - 6) Cell phone with chargers
 - 7) Family and emergency contact information
 - 8) Cash
 - 9) Emergency blanket
 - 10) Map(s) of the School
 - 11) Clothing, hat and sturdy shoes
- Teach "Close your windows, doors and shutters".
- Be aware of members with special needs (disability, sick, mental disorder)
- Pick safe place as the evacuation place in the school.
- Instruct evacuation orders.

3. Responding Cyclone

- Remember to yell "**CLOSE ALL WINDOWS, Doors and Shutters**"
- Evacuate along with the signboards
- Keep watching and coordinate if any patients or obstacles.
- Continue listening to Radio or the local news for the latest updates.

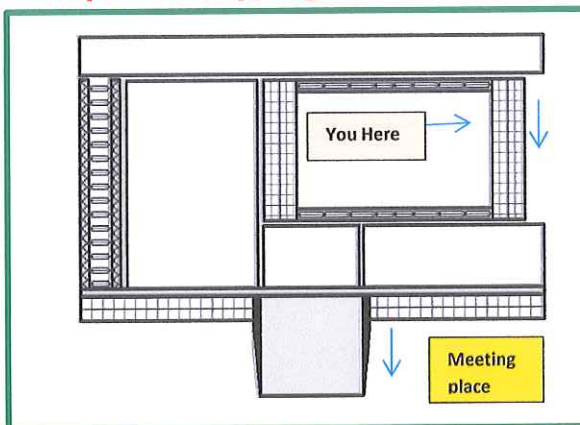


- Stay alert for extended rainfall and subsequent flooding even after the cyclone has ended.
- If you evacuated, return home only when the radio says it is safe.
- Use the telephone only for emergency calls.

4 **Recovery**










- Secure entry doors at the top and the bottom.
 - Strengthen existing doors to improve the wind resistance.
 - Protect windows and fit your doors and windows.
 - Identify a place to store any heavy furniture away from stairs and to prevent them from being moved by high winds and becoming missiles.
- **Let Your Family Know You're Safe**

Examples of Map, Signboards






Annex 4: Obstacle cards (1-4)

Obstacle Role Cards are the role play cards which the other group members (one or two from each group) can play when the alarm starts and all are in action.

 DEAF	 PUSH AND PULL	 Sleeping in the class room	Flood
 BLIND	 Got burnt by fire and Need FA treatment	 Take away one "Fire exit" signboard for a fun and Hide FA kits	Fire
 BROKEN LEGS	 You lost your treasure and asking for finding a thief and fighting with others	 Tell wrong information; e.g "That is a fake alarm. Don't listen. Lets stay here"	Earthquake



mention
to
be
cut
into
small
pieces




 Mentally Disorder e.g Laughing or Crying or shouting	 In the evacuation place, you yell "the disaster' s gone, lets go to the classroom"	 Be stubborn and don't move! by saying "I will not move. I will stay here in the class"	Cyclone
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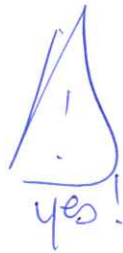
Session 5: Mock drill - Group Activity

Objectives:	At the end of 4 groups' exercise, participants Undergo experiences of risks, emergency according to scenarios. Learn about practical ways how to deal with disasters
Time required	30min x 4 scenarios = 120 minutes
Required materials	As required in the Scenario papers

	<p>Explain the procedures</p> <p>A. Check if they are ready for the exercise and let them be in the mood of start</p> <p>B. Explain participants that "They will start the mock drill now and each group has only 20 Mins to do full exercise according to scenario. Within 20 mins, group exercise should be finished. Each group leader is responsible for start, end, timing any logistics. No facilitators will be available for them for a start"</p> <p>C. After exercise, the facilitators will give each group the feedback on their exercise for 10mins. Meanwhile participants will give them feedback on a piece of paper "what did they learn most useful, what to improve?"</p> <p>That's the end of explanation.</p> <p>D. Observe and ready for feedback to each group</p>
	<p><u>Feedback should deal how the groups address the needs, vulnerability and capacity of children with special needs, gender and diversity, violence prevention, social inclusion</u></p> <ol style="list-style-type: none"> 1. Be clear about what you want to say in advance, practice if necessary. 2. Use the positive/negative sandwich. Most people need encouragement, to be told when they are doing something well. 3. Be specific. Avoid general comments which are not very useful. Technical input on specific scenario should be given. Pinpoint exact what have to do 4. Be descriptive rather than evaluative. Give the team specific examples of what you saw or heard and the effect it had on you and team, rather than merely saying something was 'good or bad', etc. 5. Offer alternatives. If you do offer negative feedback then do not simply criticise, suggest what the person could have done differently. Turn the negative into a positive suggestion. 6. Own the feedback. It can be easy to say to the other person "You are....", suggesting that you are offering a universally agreed opinion about that person. It is important that we take responsibility for the feedback that we offer. Beginning the feedback with "I think..." or "In my opinion..." is a way of avoiding the impression that we are telling the person a "universally agreed judgement" about themselves. 7. Recap on good points. End on a cheerful note by reminding the recipient that it's not all bad! 8. If the activity goes beyond time unnecessarily, kindly inform the time keeper in the group to keep pace with next session.

	<p>prevent you from any risks at school and it will be bigger actions one day. Your school becomes no longer risky and you are no longer afraid of any disasters. This is the school safety.</p> <p>I. Encourage them to look at more regular actions for the school safety.</p>
	<p>Please give them clear instruction with no more than 10mins and prepare necessary materials for their needs. However, let them be creative.</p> <p>Observe the whole process and Coach and Guide them during their discussion with the prepared pre identified checklist.</p> <p>Before the return of participants to the classroom, Facilitators need to write down numbers 1-8 in the flipchart or whiteboard for their voting.</p>

5

- It should be showed the photos or short VDO that guide participants understand how they could do in correct ways. When disasters happen. They should be used ~~when~~ in last of mock drill.
- Session 5: Mock drill and Scenario, can be input together now.
- If we use all Scenario is to tired for the ~~children~~ ^{student/participant}. Maybe we can combine between 2-3 Scenario.
- ⇒ After the session we need to put key message in the Guideline 
- Support picture/video how to respond with scenario... more effect with student.
- messages from RAPE?

Mock drill exercise need to be more explain well about what are they support to do for each of disaster - more information in scenario & also ^{technical} should provide information about roles & responsibilities of each member after this mock drill session, so they will be more confident to do/practice this mock drill exercise in real time / ~~do~~ at school

Session 6: Welcome Parents and School Safety Action Now.

Objectives:	Welcome parents to tea break Do immediate actions at the school for a safety from disaster; by Students, Teachers, Parents, RC Youths
Time required	45 mins
Required materials	As required by participants Post-it (1-inch wide)

WHAT TO DO? Steps

Welcome Parents (3 Mins)

- A. Welcome Parents and invite them to introduce by themselves
- B. Brief parents that their role today is to join and support the school safety actions from the group.

Instruction (5 Mins)

- A. Divide participants into 4 teams in equal number of teachers, RCY and Students; If anyone left, that is the special observer. Parents can join or enjoy.
- B. Explain they will have a competition between 4 groups "for our school, and our safety"
- C. Remind them about whole day activities and key elements for school safety, explain that they have only 20 mins from now on and they have to DO two actions now as a team to protect their schools and themselves from any disaster.

(If they feel confused, you can take an example from your pre-identified list. e.g. Find and write emergency Contact information and hanging on the wall of classroom in a creative way.)

- D. Be creative, realistic and resourceful with their own resources in the surroundings. Remind them of their risk drawings in the early morning and do some actions to resolve them as well.

Go Now! (35mins)

- E. After 20 mins' action complete, each team leader will inform to the facilitator about their actions and places in a secret way. They should not tell others. Facilitators will mark numbers on those places.

- F. 15 mins; Everybody will gather in the classroom and Facilitators will distribute 3 post it to each person and bring all of them to all 8 action places and on their return, ask them to vote for the excellent /reliable and creative actions they prefer in the board. Remind them they should write down the number on the post it and stick near the #. Then count the post it and the more votes, the group the winner is today.

- G. After activities are done, congratulate on the winner team and debrief with the participants with the following questions; How did they feel about their actions? Was it easy or difficult? Is it worthwhile to continue this kind of actions?

- H. Summarize if every individual do small actions today and tomorrow, it will

⑥

- Each group can

Process changed in E and F;

→ Use

Action	Location

 } - known
- to know that they have done
- to save time

→ and Give them to write down the maps of their actions

* It will be needed time, if the "Plan now" is too far and make need assistance facilitator to finish.

* Maybe we can give some souvenir to the winner and we can motivate the participation

• Any Template for monitoring Plan on Student action plan.

* Consider more time for "act now" and maybe have more materials available for them.

⚠ teachers must be in the teams at this point.

Session 6

Process changed in E and F.

~~Safe~~ 1. Give each group;

- 2 blank A4 papers for their drawing of locations of their actions

- 1 template for to be filled

Group	Action	Location	Action done
*	1		
*	2		

~~2. Tour to see all & Activities~~

~~3. Post all activities~~

- After finished, asking them to return the papers
- Facilitators post the papers on the wall / board.

2. Give a tour to see & activities → Action

3. Then, give them 1 piece of post-it note, tore it into 2 for 2 votes. Ask them to select 2 Actions they like most by posting The post-it on ~~the white~~ the Actions Paper.



Session 7: Action Plan! "Our School, Our Safety"

Objectives:	Develop a long-term regular actions for school safety; Students, Teachers, Parents, RC Youths
Time required	60 min
Required materials	32 Tokens or paper ball Prepared Flipchart (Annex 5,1.2) 1 Table and 4 chairs

WHAT TO DO? Steps


Instruction (10mins)

- A. Divide participants into 4 groups; **Students, Teachers, RC Youths, Parents.**
- B. Explain each group gather together in a circle and will prepare a planning meeting of regular actions for school safety.
- C. Explain that they will have 15 mins discussion and develop two key action plans which they can do regularly (within weekly, monthly, quarterly, twice a year) at their level to prepare for the disaster. Explain the plan should be realistic, feasible to be regular and based on resources available. Display and take an example of Flipchart Annex 5.1
- D. Make sure that they understand clearly about their role and let them discuss for 15 mins while putting a table and four chairs in the middle of the class
- E. Make sure they should write in the flipcharts, but not sharing with other groups.

Meeting rule (10mins)

- F. Call them to the table and announce that it is a time for a planning meeting.
- B. Explain about the Meeting rule.
 1. Each group will have 8 tokens (2 Actions+6 Supporting plans).
 2. They will have two rounds of meeting. Each group will present their one respective plan at each round.
 3. How? Each group (student, teachers, parents, RCY) select a representative among their group members and present their respective plan. While presenting the plan, the other groups review if it is feasible for them to support with their own resources and capacity and identify a matching supporting plan to support the presenter.
 4. Whenever presenting plans, they provide tokens to the table.
 5. If no matching supporting plan existing or silence or inactive, 2nd member of the same group can replace a seat and continue. If still no feasible supporting plan within a second, the plan itself becomes a dead plan and regards as an invalid plan.
 6. The more feasible presentation of supporting plans by its group members, the winner the said group.
 7. Then they have to confirm the period to implement the actions and responsible group to follow up.(See an example in Annex



	<p>5.2) 8. Finally the group with fewer tokens in their hands is the winner.</p> <p>C. Facilitator, through clarification, writes down concrete plans only in the flipchart and present a final plan and handover to Headmaster and branch.</p>
	<p>This is most important session and climax of the day. Encourage each group (students, parents, teachers and RCY) to participate in the discussion and present its plans and supporting plans as much clear as they can.</p> <p>If the supporting plan from any group is not relevant to the presenting plan, let them ask and debate what exactly they will do for it. You can also ask questions (why, how) to make a realistic plan, for example,</p> <ul style="list-style-type: none"> - If RCY says as a supporting plan they will provide FA training to students, ask if they got a FA training or not. What is the treatment if a snake bites you? - If teachers plan to do a mock-drill, ask when, how often, from which class, with whom - If students plan to collect emergency contact number, facilitate other groups to outline the partners' number who can provide a support on the spot or facilitate in that way. <p>Remember the plan should be realistic, feasible and worth to implement. Facilitators should discern if the plans are relevant each other and specific and clear to implement.</p> <p>The plan should also encourage children to join the RCY club in a more active way to learn FA, DRR including specific task force training, addressing the social inclusion, gender and diversity, and violence prevention mechanism. This can be possible branch action planning for youth development.</p> <p>If the time allows, you can discuss one more step monitoring "by whom". Depending on time, you can run one more round as well.</p>

Annex 5: Plan of Action (example)

5.1

Regular Action (TC group)	Target	When	Where	Resources available
Conduct Mock drill exercise of all four Scenarios	• 20 Students Grade 5	Every Tuesday of third month	Classroom Grade 5	Blindfolds Flipchart, markers
Regular Action (SD group)	Target	When	Where	Resources available
Organize a Disaster Session	• 20 Students and 3 Teachers	End of this month	Music hall	Posters, RC materials

5.2

Actions	Focal and Target	When	Where	Resources available	Supporting Plan
Teachers					
Conduct Mock drill exercise of all four Scenarios	• 20 Students Grade 5	Every Tuesday of third month	Classroom Grade 5	Blindfolds Flipchart, markers	ST; PA: RC:
xx	•				
Students					
Organize a Disaster Session	• 20 Students and 3 Teachers	End of this month	Music hall	Posters, RC materials	TC; PA: RC:
xx	•				

need more example.

7

Meeting rule is too complicated, with all the tokens & winning or losing rule.

Action plan's concept is fine. However, the method of the game should be changed to something easier. It's either the guide book is hard to comprehend, or that the game ~~is~~ might be too time consuming.

The action plan is a very good way to make them self safety but I must change it in our Ps and community condition because in our country not all parents support but it is a challenge for us to try to move practice in our Ps & (and also some teacher).

- meeting rule is hard for me to understand what are the concept and how to observe and make them understand for the participants. In case some adjustment and meeting with the team on how to deliver them.
- Facilitators must be prepared to defuse the tension that might arise during the meeting.

7

~ Good session/practice for all facilitators and participants because they can learn more about the action plan and how they do do more for youth in school safety.

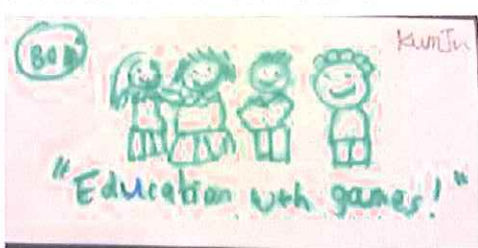

- Recommendation Letter for school, Youth Student (unit), Refs/Parent's, After training (make Action plan)

* If we have ~~enough~~ enough time maybe ~~we~~ each group can show all plan of action but if not have enough time. 1. Plan of action is enough.

* we need form for monitoring, for to see what's a program / Plan of action continues

Session 8: Closing

Objectives:	Thanking for all participation Closing remarks by headmaster
Time required	30 min
Required materials	Large Size Post- its Markers

<p>WHAT TO DO? Steps</p>	<p>A. Ask them to sit on the chairs and announce they will evaluate about the day.</p> <p>B. Explain them to draw any pictures on the feedback of the training (Positive, negative) and what they will do individually to reduce the risk of the school with their own names.</p>  <p>C. Paste them to the wall next to their original risk pictures and let all participants look around</p> <p>D. Thanking Parents, Teachers, Students and RCY who joined the workshop and continuous work for the implementation of school safety plan developed by themselves.</p> <p>E. Invite Headmaster to have closing remarks finally and make a group photo.</p>
	<p>In the closing remarks, make sure the headmaster has to indicate</p> <ul style="list-style-type: none"> • Who will be responsible for the follow up actions at school after the training (RCY club at school or school existing committee or this group) • How will the school support or expand this programme and report to branches about their implementations (what, when) • (If agreed by headmaster) headmaster can request a support from branches to invite facilitators to join the <u>monitoring actions of the plans.</u> <p>Facilitators should take notes of this as a main outcome commitment from the school and put it in the report.</p> <p>The feedback drawing from participants are the evaluation of the training and changing result of their knowledge, attitude and behavior on school safety.</p> <p>Please keep them and reflect in the report (Reference 2).</p>

- 1) Need some break after feedback drawing session → we need to explain headmaster or school representative about plan & how we want them to encourage to follow the plan.
- 2) timing is very important, not easy to get headmaster to come and wait for a long time.
- 3) too much time taken to prepare a live report since no time to wait for the action plans, pictures to be set in the report in order to complete the report and pass to the headmaster.
- 4) Yeah I agree with the statement. the time management we need to prepare as early as possible as we need a relevant points to make then unnecessary more efficiently and
- 4). this session need summary about training and must give some ideas for all participants for building capacity for ~~devot~~ design School Safety.



1. List of Participants (Students, Teachers, RC Youth, Parents)

No.	Name	Sex	Age	Remarks
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				

2. Risk -Assessment

- 1) School layout (Insert Annex 1)
- 2) Checklist (insert checklist)

3. School Information

1	Date of completing the form (pre-visit day)	
	Basic data	
2	School name	
3	Postal address	
4	Headmaster's Name	
5	Email address (Headmaster of school)	
6	Telephone number	
7	Date of establishment	
	Information	
8	# of teachers (gender disaggregated data)	
9	# of Students (gender disaggregated data)	
10	Main challenging students such as disability, migrants, with special needs	
11	Partner Organizations/agencies work with the school (who doing what) and their contact details	
12	Number of RC Youth volunteers if any (gender	Male: Female:



	disaggregated data) active volunteers		
13	Do you have a current School Safety plan	Yes / No	
14	Do you have a connection with branch?	Yes / No	

4. School Safety Actions by Participants

(Photos of 8 actions and its caption)

5. School Safety Plan of Action

Actions	Focal and Target	When	Where	Resources available	Supporting Plan
Teachers					
Conduct Mock drill exercise of all four Scenarios	• 20 Students Grade 5	Every Tuesday of third month	Classroom Grade 5	Blindfolds Flipchart, markers	ST; PA: RC:
xx	•				
Students					
Organize a Disaster Session	• 20 Students and 3 Teachers	End of this month	Music hall	Posters, RC materials	TC; PA: RC:
xx	•				

6. Photos Gallery on Baseline and Feedback (Select 3-5 best pictures)

7. Follow up by school (key message from headmaster)

- Who will be responsible for the follow up actions at school after the training (RCY club at school or school existing committee or this group)
- How will the school support/ expand this programme and report to branches about their implementations (what, when)
- (If agreed by headmaster) headmaster can request a support from branches to invite facilitators to join the monitoring actions of the plans through the speech.

2 copies, signed off by

- 1 branch
- 1 School

Signed by Headmaster;

Reporting

sometime we need more logistics things in reporting - taking photos, pointing photos & putting action plans on screen for everyone to see - so it ~~was~~ will be difficult for us to use this ~~one day~~ in rural schools. ~~we~~ can we make adjustment on this?

- ② In the follow up, it's best to indicate NS willingness to support ~~the~~ the future ~~the~~ safety programme in school so that school won't feel it's an one off programme.
(Just a clause or statement to reassure)

* good and simple report, I think is easy for used.
but we need many ~~of~~ device. (Printer, laptop).