



Red Cross Red Crescent Youth in School Safety Programme

Facilitators' Guide | Pilot Version



**“Of the best leader, when the
job is done the people say
‘we did it ourselves.’”**

How we work

www.ifrc.org

Saving lives, changing minds.



Strategy 2020 voices the collective determination of the IFRC to move forward in tackling the major challenges that confront humanity in the next decade. Informed by the needs and vulnerabilities of the diverse communities with whom we work, as well as the basic rights and freedoms to which all are entitled, this strategy seeks to benefit all who look to Red Cross Red Crescent to help to build a more humane, dignified, and peaceful world.

Over the next ten years, the collective focus of the IFRC will be on achieving the following strategic aims:

1. Save lives, protect livelihoods, and strengthen recovery from disasters and crises
2. Enable healthy and safe living
3. Promote social inclusion and a culture of non-violence and peace

© International Federation
of Red Cross and Red Crescent Societies,
Asia Pacific Regional Office, Kuala Lumpur, 2017

Any part of this publication may be cited, copied, translated into other languages or adapted to meet local needs without prior permission from the International Federation of Red Cross and Red Crescent Societies, provided that the source is clearly stated. Requests for commercial reproduction should be directed to the IFRC at secretariat@ifrc.org

All photos used in this study are copyright of the IFRC unless otherwise indicated.

Cover photo: A Malaysian Red Crescent Youth volunteer teaches primary school children correct hand-washing techniques as part of a School Preparedness Program implemented with the Ministry of Education.

International Federation of Red Cross and Red Crescent Societies

P.O. Box 372, CH-1211 Geneva 19
Switzerland
Telephone: +41 22 730 4222
Telefax: +41 22 733 0395
E-mail: secretariat@ifrc.org
Web site: <http://www.ifrc.org>

Asia Pacific Regional office

The Ampwalk, Suite 10.02 (North Block)
218 Jalan Ampang
50450, Kuala Lumpur, Malaysia
Tel: +60 3 9207 5700
Fax: +60 3 2161 0670
E-mail: OD.asiapacific@ifrc.org



Contents

Acknowledgments	2
Introduction	3
Youth In School Safety Programme	9
Session 1: Opening Remarks And Introduction	9
Session 2: School Safety And Red Cross Orientation	10
Session 3: Activity “Get Out Of Here”	13
Session 4: Group Work And Preparation	14
Session 5: Group Activity	16
Session 6: Welcome Parents And School Safety Action Now.	17
Session 7: Action Plan! “Our School, Our Safety”	19
Session 8: Closing	21
Reference 1: Checklist	24
Reference 2: Facilitators’ Reporting Template	27
1. List Of Participants (Students, Teachers, RC Youth, Parents)	28
2. Risk-Assessment	28
3. School Information	28
4. School Safety Actions By Participants	29
5. School Safety Plan Of Action	29
6. Photos Gallery On Baseline And Feedback (Select 3-5 Best Pictures)	29
7. Follow Up By School (Capturing of The Closing Remark From Headmaster)	29
Reference 3: Presentation Slides	30
Reference 4: Concept Paper “Empathy”	37
Annexes	39
Scenarios	42



Acknowledgments

A special thanks to Myanmar Red Cross Society and Malaysian Red Crescent for hosting the pilot implementation of this Guide and for all necessary arrangements for ensuring the pilot trainings to take place. Also we would like to express a great appreciation to many people from 11 Southeast Asia NS youth practitioners, and IFRC people who shared their insights and feedback on the Guide.

We hope that this Guide will be an easy-to-use instrument for youth department of National Societies and their branches all over the world to strengthen Red Cross and Red Crescent youth volunteers to play a key role in school safety and to be leaders of today and tomorrow through youth empowerment process.



Introduction

1. Background

Strategy 2020 highly recognises the specific role of youth not only as the future leaders, but also as leaders and agents of positive change of today for playing particular role in building and sustaining communities that are based on respect and solidarity. In line with Strategy 2020, through the IFRC Youth Policy (2011) and Youth Engagement Strategy (2013), National Societies (NS) increasingly recognize the importance of investing in education, empowerment, and creation of an enabling environment for young people to bring positive change within themselves and to their societies. Youth empowerment is a cornerstone of building safe and resilient communities.

Comprehensive School Safety has been a priority in Disaster Risk Reduction (DRR) in Asia since 2006 with the launch of the International Strategy for Disaster Reduction (ISDR) global campaign on Safer Schools. It has been an important part of DRR in the education sector, addressing the risk of children in schools and community contexts. Global Comprehensive School Safety Framework recognises children's rights to survival and protection as well as to education and participation. Furthermore, the Sendai Framework for Disaster Risk Reduction 2015-2030 recognized **Children and youth are agents of change** and called upon all heads of the states and government, ministers and all stakeholders that children and youths should be given the space and modalities to contribute to disaster risk reduction, in accordance with legislation, national practice and educational curricular.

At a Regional level, in 2016, the 7th Asian Ministerial Conferences for Disaster Risk Reduction (AMCDRR 2014) IFRC pledged to “Ensure youth engagement by investing in youth leadership on disaster risk reduction and foster an enabling environment to facilitate youth-led initiatives to build resilient communities”. More specifically, by “Develop and test mechanisms and a youth-friendly toolkit to formalize volunteer and youth roles in DRR programs as well as in comprehensive school safety programs by 2018”

ASEAN also become increasingly active in School Safety in recent years with the launch of the ASEAN Safe Schools Initiative (ASSI) in 2013, the organization of the 1st ASEAN Conference on School Safety in December 2015. And the endorsement in April 2016 of the school disaster management guidelines. IFRC has been engaging with the various stakeholders of ASSI as part of the Asia Pacific Coalition for School Safety. There is a wider recognition from partners of the potential impact the RCY and volunteers carry in order to sustain and scale up school safety initiatives across ASEAN member states.

2. Introduction of the programme

Building on top of such global framework, and our NSs and Youth's initiative, this Facilitator's Guide “Youth in School Safety” (YSS) was designed for a purpose of youth empowerment at schools to strengthen the bonds between school children & Red Cross Red Crescent youths (RCY), teachers and parents in their specific roles in school safety by equipping them with basic knowledge and skills for School Based Risk Reduction (SBRR).

Methodologies

The training methodology focus on **participant-centred, experiential learning** approach adopted from Youth as Agents of Behavioural Change (YABC) toolkits. This relies on a non-cognitive methodology – which focus on individual feelings and experience, rather than intellectual analysis



The YSS approach has two steps which first, it supports youth to gain the knowledge on SBRR by building their skills to address/identify specific gaps/issues and the root causes of risk in their surrounding environment. This process enables Youth to seek for all possible solutions to such issues by themselves, through experiential games, role-plays, simulation, visualization exercises, and through creative platform; such as theatre, dance, music, arts and sports activities.

As a second step, Children and youths share experiences with their peers and reflect together about their learning.

This whole process leads participants to gain hand-on experience along with interpersonal skills to develop empathy, active listening, critical thinking, dropping bias and non-judgemental becoming ethical leaders in championing School Safety.

Target audience

This Guide is complementary to the “Handbook for School-based Risk Reduction Initiative¹” published in 2015 and piloted in Myanmar Red Cross Society in July 2015 and Malaysian Red Crescent Society in September 2016. This Facilitator’s Guide can be used by any youth practitioners or volunteers or staffs of Red Cross and Red Crescent Societies who wants to start the School Based Risk Reduction activities at their communities or schools or through NS programmes.

3. Objectives

1. To sensitize about the Risk Reduction and the Comprehensive School Safety Framework to school children and teachers in an animated way
2. To contribute to a change of mind-set, attitude and behaviour of children, teachers and parents on the subject of school safety by using YABC methodology and DRR knowledge
3. To provide hands-on experiences to members (Students, Parents, Teachers and RCY) by facilitating their immediate actions on the spot and by developing regular actions for their school safety.
4. To expand RCY clubs and junior RC youth members to join the RC programmes with technical skills and knowledge through peer-to-peer support approach

4. Overview of Guide

How to use the Guide?

The present guide is aimed to support the 1 day activity in promoting School Safety at school level facilitated and led by RCY members/Youth volunteers, involving children, teachers and parents through the support of National Societies.

Depending on the context the guide may be used in 2 ways.

Option 1: Implemented fully as illustrated in this guide

Option 2: Use as a resource to insert parts of the sessions into on-going programmes, existing guides of the National Society. If this option is chosen, NS are encouraged to reach out to IFRC offices and SEAYN members to receive appropriate technical support and share experience across the network for its adaptation.



The implementation of this guide is strongly recommended to be conducted through RCY/ Junior RC platforms, to strengthen the Youth engagement processes. Furthermore, as the guide is developed in line with the Comprehensive School Safety framework, it should be implemented in line with existing dialogue and frameworks with the national and local authorities in charge of Education, Disaster Management, Health and other related topics.

Notes

- The reason of 1-day training is to avoid to disturb any school curricular or children's study and to consider of NS resources which is different from one to another.
- This guide can be adopted in any NSs with all existing school based projects according to their specific needs and requirements.
- It is important to anchor the action with the branch throughout the process (planning, implementation, monitoring and follow-up).

Who are the Facilitators and target group?

Facilitators

Facilitators are RC Youths together with DRR, Health or WASH practitioners.

- The youths should be experienced in certain facilitation (preferably YABC peer educators) and preferable be involved in RC activities within their National Society in terms of DRR, Health and WASH.
- Those practitioners/volunteers can be involved as facilitators for giving knowledge about specific topic.
- Both should ensure a full understanding of the contents of this guide.
- Facilitators team ideally can comprise 2-3 members.

Target Group

Target group is composed of RC youth club members, Students (aged 15-25), Teachers and parents.

- This guide is designed for targeting **20-24 participants** with the following ratio as below example.

Number of Students;	between 10-14
Number of Teachers;	4 teachers
Number of RCY;	4 youths
Number of parents;	2 people

- This can be adopted based on the situation in the school

The design of the Guide

The guide includes 8 sessions, and the contents of each session is designed with 3 pillars:

1. **Facilitators' Key points:** highlights the objective of the session, clarifies how the session links with other parts of the programme, and key messages of the sessions which facilitators have to recap at the end of each session to ensure all essential points are understood by the participants.
2. **Facilitation Steps:** guides the facilitator on the steps to follow in conducting the session.



The flow of each session described in the guide are designed carefully in line with the principle of learning by doing, thus facilitators are recommended to understand and follow this flow in order to develop participants' ownership of the knowledge.



3. **Reminder for facilitator:** 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 guide also includes all **annexes and references** including **different scenarios**. **These scenarios** are designed for facilitators to choose accordingly based on the pre-risk assessment at school.

Notes

The **scenarios are expected to be enriched with varieties of risk**. Should practitioners like to contribute with additional scenario to highlight common risk among schools, it is warmly welcomed for any suggestions or ideas to IFRC.

5. Preparation for the facilitators

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

Preparation check list: internal preparation within the NS (1 month before)

- Check if there is a formal agreement between local Ministry of Education and your NS either at NHQ or branches level. If not, ensure necessary coordination to take place in advance, with education authorities.
- Ensure strong communication between Youth departments (focal points) and related technical departments (such as DM, Health etc) at both NHQ and branch level.
- To have internal discussion within the Branch to understand the context of:
 - Ongoing engagement with schools
 - Existing coordination with local authorities
 - Existence of other partners working in schools

Preparation check list: coordination with the Schools by the Branch (1 month before)

- NS/Branch Youth focal person should start a formal communication with the school management and explain about the YSS programme and its purpose clearly. This is encouraged to be led by the Branch to ensure the continuity of its engagement with local schools and community.
- Things to highlight in this conversation are:
 - The purpose of the programme is to build a confidence of school children as key agents of change in school safety actions;
 - It is expected for the schools to continue the practice beyond the 1 day activity;
 - The activity includes Acton Plan development, which may require a support from the school management for its implementation.
 - It is also important to explain to the school management that those action plans will be realistic and feasible according to the context and situation at schools validated by the teachers on the spot.
 - 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)



Preparation check list: Conducting pre-risk assessment by the facilitators (1-2 weeks before the programme)

- Ensure school pre-risk assessment to be done before the programme. The Facilitator's team together with branch technical colleagues should arrange a pre-visit with a checklist (Reference 1), which will help the facilitator team to select appropriate scenarios for Session #5.
- Based on the selected scenarios, Facilitators should know:
 - Basic information about the school (number of teachers, students etc);
 - Where is the safe place at the targeted school (Draw a School Layout in advance of the training);
 - Key information from RCY (key activities, members)
 - 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).
- Facilitators can identify a list of immediate action for the target group to be implemented during the training day by referring to the checklist
- During a pre-visit, a **technical briefing meeting** with headmaster/principal or teachers in charge should be organised, which is the most important part for a sustainability of school safety actions of the group.
 - Discuss and confirm the opening and closing remarks in relation to school safety actions led by the headmaster/principal;
 - Agree with the detail room setting and necessary equipment;
 - Ensure gender and diversified participants for the training;
 - Set a certain date and time of feedback meeting after the YSS programme;

Preparation check list: preparation for training by the facilitators (1-2 weeks before the programme)

- The facilitators group shall first identify the lead facilitator and the co-lead facilitator for each sessions. These leads shall be responsible to run the respective sessions.
 - It is encouraged for the leads to practice the sessions within its team members, to develop confidence before conducting the actual session in schools.
- Allocate logistical tasks among team members such as:
 - Reporting: Submission of School Safety Plan to HQ and leave 1 copy for the school and 1 copy for branch
 - Communication materials (ex: Facebook uploading) should get a permission from school for uploading picture prior to the training, follow NS Social media policy and guideline
 - Documentation including a report (Reference 2; Template)
 - Ensuring all logistics to be prepared (Annex 1)

6. Follow-up to the programme for the facilitators

Follow-up check list: Debriefing with the School by the facilitator team and Branch focal point (1-2 weeks after the programme)

- The facilitator team and the Branch together with the representative from the RCY, to share the outcomes and report (Annex #) to the headmaster/principle. Ideally before the follow-up meeting.
- Follow up/confirm with the school management for the follow up actions at school after the training (RCY club at school or school existing committee or this group)
- Advocate for inclusion of follow-up actions to the annual planning and budgeting process of the school.



- Encourage School management to share the programme and its outcomes to wider school authority networks, and neighbouring schools.
- Encourage school to update its follow-up actions and good practices to the branch for wider dissemination.
- If appropriate, the Branch to offer a follow-up technical support to the school.
- If appropriate, the Branch to conduct a follow-up visit after 1 year to understand the progress made and learn from the process.

7. Tips and techniques of the facilitators

The role of a facilitator is to:


- 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 counselling 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.
- Ensure good time management**
 - Keeping time of the process and sessions are critical to maintain participants' attention and conduct the session in good quality.



Youth in School Safety Programme

Example Timeframe	Duration (min)	Agenda	Lead facilitator	Co-lead facilitator
8:20–9:00	40	Session 1: Opening Remarks and Introduction	(to specify name)	(to specify name)
9:00–10:00	60	Session 2: School Safety and Red Cross Orientation		
10:00–10:15	15	Tea break		
10:15–11:00	45	Session 3: Activity “Get out of Here”		
11:00–13:30	90	Session 4: Group Work and Preparation		
12:00–13:00	60	Lunch		
13:30–15:30	120	Session 5: Group Activity		
15:30–15:50	20	Session 6-1: Tea break (welcome Parents)		
15:50–16:30	40	Session 6-2: School Safety Action Now! “Our school, our safety”		
16:30–17:30	60	Session 7: Action Plan! “Our School, Our Safety”		
17:30–18:00	30	Session 8: Closing		

Session 1: Opening Remarks and Introduction

Objective	<p>At the end of this session, participants and facilitators</p> <ol style="list-style-type: none"> 1. Get to know each other, 2. Collect expectations 3. Set ground rules 4. Assess the initial risks at school from the viewpoint of participants (baseline survey) <p><i>This session can link with the Session 8</i></p>
Time required	40 minutes
Required materials	<ul style="list-style-type: none"> <input type="checkbox"/> Flipcharts written with the “Agenda” (use page 11 as a sample) and the “Objective of training” <input type="checkbox"/> Post it <input type="checkbox"/> markers/crayons
	<p>A. Welcome participants and introduce the facilitators team.</p> <p>B. Opening speech: Invite School Principal/Headmaster to make an opening remarks</p> <p>C. Introduction Participants (including the facilitators again) introduce themselves again by ice-breaker (<i>Ice breaker idea in Annex 2</i>)</p> <p>D. Expectation</p> <ul style="list-style-type: none"> • Distribute the post it to every participants • Invite participants to write down their expectation about the workshop for a minute and read out it and stick to the wall. <p>E. Ground rules:</p> <ul style="list-style-type: none"> • Explain participants they will have an intensive programme and need a small agreement to enjoy the programme together in a harmonious way. • Invite participants to share a ground rule to make an enabling environment to run the programme together. <i>Eg: “active listening to others, Mobile silent, Raise hands if any questions...”</i> • Write down the agreed rules. <i>Eg: If agreed by all, write down in the flipchart and at the end everybody may sign their names on the flipchart as an agreement</i>



	F. Programme and Objective: <ul style="list-style-type: none"> • Explain about the whole-day programme and agenda • Explain also the objective of the training as; <ul style="list-style-type: none"> • To understand what are the school risks and its safety • To develop a School Safety action plan for their school safety
	<p>A. Having the seats set in a U-shape generally helps to encourage active participation and sharing from all, in addition to making it easy for you to see the faces of the participants and vice-versa.</p> <p>B. Memorize the names of participants to help you to have closer communication.</p>

Session 2: School Safety and Red Cross Orientation

Objective	At the end of this session, participants <ol style="list-style-type: none"> 1. Understand about the School Risk and Safety 2. Be open minded and think critically about the school safety 3. Understand of RC and its principles.
Key message	<p>Step 1:</p> <ul style="list-style-type: none"> • School safety is not ONLY about disasters. • Everyone can contribute to making school safe by collaborating with each other (peer-to-peer support). • School Safety include three pillars(components) which all school safety practitioners adopted at global level <p>Step 2:</p> <ul style="list-style-type: none"> • “Don’t underestimate, judge or discriminate the potential you carry.” <ul style="list-style-type: none"> – Every individuals are valuable and important, and this includes children. Children have potential and voice to contribute to make their own school safe from their point of view. • “Respect your choice or decision.” <ul style="list-style-type: none"> – Every choice has consequence. School safety is not only a responsibility of teachers or school management, but also children’s contribution to a safer environment. If you decide to start a school safety action today, respect your decision and continue to influence peers in a positive way and they will follow you tomorrow. • “Be open minded, out of box and open all your possible solutions by questioning to yourself.” <ul style="list-style-type: none"> – Practise asking yourself whether the idea you have now is the only option or not. For example you can think if you are capturing your peers idea. By continue asking yourself these questions, you will start opening your mind and options to find the best solutions for designing a school safety action. <p>Step 3:</p> <ul style="list-style-type: none"> • “School Safety is one of actions pursued by the RC movement for saving lives of children and youth.” <ul style="list-style-type: none"> – Red Cross and Red Crescent Movement promotes all children and youths to engage in Humanitarian actions by enhancing their interpersonal skills and capacity in accordance with the seven Fundamental Principles and Values.
Time required	60 minutes
Required materials	<ul style="list-style-type: none"> <input type="checkbox"/> Presentation Slides (Reference 3 at page 41) <input type="checkbox"/> Prepared cards (Annex 3) <input type="checkbox"/> Two similar size boxes (1 wrapped in beautiful looking paper, another wrapped in an ugly used paper) <input type="checkbox"/> 1 pack of sweets or soft candy <input type="checkbox"/> Leaves and stone <input type="checkbox"/> 7 Fundamental Principles and value (Annex 4)



Step 1: School Risk and School Safety Knowledge(30 Min)

A. Present the slides according to Reference 3 (20mins)

- It includes 11 slides and follow the steps from the note of slide.
- This presentation is for the sensitisation of school safety and not for the technical teachings of each disasters.

B. Evaluate if the participants understand Hazard, Vulnerability and school safety correctly (Optional-10 Mins).

- Distribute Hazard, vulnerability and school safety cards and ask each of them to read-out their cards. (Annex 2)
- Explain participants to distinguish the cards whether it is “Hazard”, “Vulnerability” or “School Safety” by showing actions

Eg:

- 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 “school safety”, all participants should unite with arms in arms.
- Observe the participants’ actions and correct if it is understood wrongly.

C. Emphasize the above Key message Step 1 as a conclusion.

Step 2: Activity “Two boxes” (20 Mins)

A. Before starting the session prepare stones, sheets and leaves in one box(beautiful box if participants age group is under 25), and sweets in the other box (ugly box).

B. Ask all participants to close their eyes. Check if they are completely close.

C. Set the materials

- Place two boxes and two sheets of paper, in between a pen
- Once ready let the participants open their eyes.



D. Explain participants to select a box

- Explain the actions using the following line “As you can see, there are two boxes on the table. You can come to the front one by one and 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 him/her go back to their seats.

E. Once all participants have chosen the box, count the names on sheets and open the box with the most votes.

F. Show the contents of the open box to all participants and observe their reaction.

G. Ask if participants want to open the other box. If they agree, open the other box and show the contents to them. Observe their reaction.

H. Debrief the activity using the following guide questions and write down the answers in a flipchart

- “How did you feel when discovering what was inside each of the boxes?”, “Why do you feel so?”


Eg: Those selecting the box with sweets inside may say “ I feel happy”. Further ask them “Why?”. They may say “Because I like sweets and it has more value”, or “Because it is XXXX”.

Those selecting the box with leaves and stone may say “I am sad” or “I am disappointed”. Further ask them “ Why?”. They may say “Because it is useless” or “It is dirty”

- “Is it really useless or helpful?”


Eg: Leaves may be used to warm you up in the cold forest when you lost your way. Sweets may cause diabetes.

– Everything has its own value. All values are depending on your perception.

	<ul style="list-style-type: none"> • “Then, How did you choose between the two boxes? Think about what influenced you during the decision-making process.” etc. <i>Eg: It may be peer pressure, the box appearance, hasty opinions and judgements</i> <ul style="list-style-type: none"> – <i>Don't judge by appearance and look at common things which are valuable. You are small but you are strong inside. You may know better about the safety of school than anybody else in the school</i> – <i>Finally it is your choice with its own value. Respect your choice without influenced by peers. Think critically. There is no wrong or right choice, but only consequences are remaining</i> • “What other choice would have been available?” <i>Eg: Considered not voting for either of the boxes. Asking the facilitator questions.</i> <ul style="list-style-type: none"> – <i>Questioning yourself if you are right or not in decision and be open-minded and open your all possible options and all diversities during the decision making process.</i> <p>G. Emphasize the above Key message Step 2 as a conclusion.</p> <p>Step 3: RC origin and Fundamental Principles (10mins).</p> <p>A. Distribute Annex 4 to participants</p> <p>B. Show the video: “ Story of an Idea” (4mins) https://youtu.be/l9bsmnuJU-o</p> <p>C. Debrief about RC origin</p> <ul style="list-style-type: none"> – The founder Henry Dunant at the battle of Solferino supported the needs of wounded soldiers regardless of the side on which they were fighting. <u>He did this by mobilising all people around with open minded, non-judgemental and thinking critically about the wounded and suffering people.</u> – This was the foundation of RC. – And the RC mission resides on this founding principle is to <i>prevent and alleviate human suffering without any discrimination wherever it may be found. It protects human life and health and ensure respect for the human being</i> and that spirit developed 7 RC fundamental principles(FP), which is key essence of RC Movement; <ul style="list-style-type: none"> • Humanity • Impartiality • Neutrality • Independence • Voluntary Service • Unity • Universality – These principles guide us to build effective interpersonal skills as human beings to live and work in an effective way in our society. <p>D. Emphasize the above Key Message Step 3 as a conclusion.</p>
	<p>Step 1</p> <ol style="list-style-type: none"> If you can't use the projector at school, you can print slides in advance or write down the contents from the slides in the flipchart. Practice the steps from the note (Reference 3) and keep the sequence when you are presenting. Note that it is not the Disaster Management, either Health session, it is the school safety sensitisation for school children. Do not dare to teach technically if you are not clear about the subject and encourage participants to join the RC technical trainings if they want to learn more about the specific technical knowledge (Eg .how to prevent flood, pandemic disease, dengue and so on) Evaluation can be optional (if time allows). <p>Step 2</p> <ol style="list-style-type: none"> Observe all participants while they choose boxes and brief by calling names of participants. Recommend two facilitators work together for this activity (one for asking questions, the other for writing in the flipchart).

<p>C. This session is very important for children and youths to question themselves, open their mind-sets and think critically.</p> <p>D. The facilitators should ask questions and questions rather than giving them answers.</p> <p>Step 3: RC origin and Fundamental Principles;</p> <p>A. Facilitators can bring its NS RC orientation materials or video, RC youth policy and guideline if available.</p> <p>B. If time allows, Facilitators can brief about RC movement including the emblem use</p> <p>Don't take over 1 hour and let them have a break after this activity and prepare for next session.</p>
--

Session 3: Activity “Get out of here”

Objective	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 and change their mind-set and attitude about those vulnerable.
Key message	<ul style="list-style-type: none"> • “Putting yourself in someone else’s shoes and consider everyone as equal – this is “Empathy” “ <ul style="list-style-type: none"> – Through this experience, participants have put-themselves in the shoes of those people living with disabilities undergo a situation of emergency. • “Empathy, one of the most important interpersonal skills as a human being to build and grow.” <ul style="list-style-type: none"> – Participants need to equip with this empathy skill to build a safer school. – RC youths pursue to build the empathy skill as the utmost interpersonal skill for having humanity in the daily life and work • “Safer school means a school without violence and discrimination and a school which all of you have may use your skill of empathy to cope with any emergencies.” <p><i>This session should link with the session 2 – Step 1 and 3</i></p>
Time required	30 minutes
Required materials	<input type="checkbox"/> Blindfolds (10 pieces) <input type="checkbox"/> Whistle or a bell <input type="checkbox"/> Emergency Exit Signboard
	<p>A. Explain to participants that they will have a small activity</p> <p>B. Divide participants into two groups and prepare half of group to be blindfolded and not allowed to speak, but use only gestures.</p> <p>C. Hang an emergency exit signboard within the room – Do not give any explanation to participants about what this means.</p> <p>D. Explain to all participants that they are in the school building on a common day in school hours, and assign a particular role to each of them. <i>Eg: headmaster, Canteen caretaker, Security, teachers in charge, student, etc.</i></p> <p>E. Ask participants to walk around in the room</p> <p>F. After a few minutes, blow a whistle or ring a bell as an alarm while shouting to the participants “Fire, Fire. Move out Move out NOW!”.</p> <p>G. After one minute (maximum), clap your hands and say “Time is up. The school is burnt out” and announce casualties by calling names (who couldn’t exit) loudly.</p> <p>H. Tell them to take off blindfolds and come together and ask following Guided questions</p> <ul style="list-style-type: none"> • For non-blind people: <u>“How did you feel when you heard a fire alarm?”</u>, <u>“Why?”</u>, <u>“Were you easy to escape?”</u>, <u>“Why?”</u>





	<ul style="list-style-type: none"> • For blind people: “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?” • “When You were neglected, How did you feel?” • “If you are the real blind, imagine if you can’t escape timely since nobody helps you and you are left alone. Can you imagine how those disabled people feel in the times of emergency now?” <p>I. Now switch the role.</p> <ul style="list-style-type: none"> – Blindfold those who were not in the last scene, and give same instruction to participants as “E”. <p>J. Change the exit signboard in a secret way and reduce the width of the emergency exit.</p> <ul style="list-style-type: none"> – Those blinds now should not know where it is placed. <p>K. After a few minutes, blow a whistle or ring a bell to give the alarm signal while shouting to the participants that the ”Earthquake! One exit only and one by one. MOVE NOW”.</p> <p>L. After one minute (maximum), clap your hands and say “Time is up, the building has collapsed” and announce casualties by calling names (who couldn’t exit) loudly.</p> <p>M. Tell them to take off blindfolds and come together and ask following Guided questions</p> <ul style="list-style-type: none"> • For non-blind people: “How did you feel when you heard an alarm?”, “Were you happy and easy to escape?”, “Why?” • For blind people: “What about the blindfolded people?”, “How did you feel when you heard the alarm?”, “Why?”, “Were you easy to escape?”, “Why?” • “Some people helped you, were you able to escape quickly?” • “What did you learn from this exercise?” <p>N. Emphasize the above Key message as a conclusion.</p>
	<p>A. This is important session to build an empathy skill for children and youths to cope with any situation of emergency.</p> <p>B. Use alarms or whistle similar to a real situation. Be creative for making an alarm for them to feel surprised.</p> <p>C. You need to <u>prepare necessary items well in advance during the tea break.</u></p> <p>D. Use the empathy concept paper in Reference 4 if you need to understand more about the concept for your debriefing</p>

Session 4: Group Work and Preparation

Objective	At the end of this session, participants <ol style="list-style-type: none"> 1. Organise their core group (task force team) by themselves 2. Prepare for activities such as mock drill, role play and other exercises according to selected scenarios.
Key message	<ul style="list-style-type: none"> • “You are to review your school facilities and safety at your eye level.” <ul style="list-style-type: none"> – Participants will gain experiences how to organize their core group (task force) and how to address risks, prepare for emergency with their available resources at their school by their innovation and intelligence. <i>Facilitators can provide a support to groups, but don’t take a lead or give instructions</i> <p><i>This session should link to the Session 3 and 5</i></p>
Time required	90 (60) mins
Required materials	<ul style="list-style-type: none"> <input type="checkbox"/> 1 copy of pre-selected Scenarios for each participants (page 54 –) <input type="checkbox"/> Required items in Scenarios <input type="checkbox"/> Flipcharts, markers, papers



Step 1: Core Group/Task force and Activity (session 5) explanation. (5 mins)

- A. Divide participants into 3 or 4 balanced groups with equal number of teachers, RCY and students, boys and girls depending on scenario selection.**
- B. Explain that each group will do small demonstration later according to individual scenarios.**
 - The scenario consists of three parts;
 - *Goal and Preparation,*
 - *Context or Procedures*
 - *Reference Information or key message*
 - The timeframe of demonstration per group is 20 mins or 40 mins only according to scenarios.
- C. Explain that they will have preparations for 90 (60) mins for the activity (session 5).**
- D. Explain that the group is responsible of demonstration and in charge of all participants for their turn**
- E. Explain that they have to allocate tasks among members according to their scenarios and prepare all by themselves**
 - Participants can use any kind of materials or resources in the classroom and be creative, safe and good luck!
- F. Lastly ask them to select their group leader and collect Scenarios from the facilitator.**
 - Beforehand, write down No# in all scenarios which indicate group number
- G. Show the time table (as below) and write down the group leader's name**

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)			



Step 2: Exercise preparation. (60–90 mins)

- A. When they start a preparation, visit the groups and support them to prepare well**
- B. Mark sure that all members understand the situation fully and prepare well in the given time.**
 - Scenario 1-4, facilitators are responsible for distributing the obstacle cards (please refer to page 66-67)
 - Scenario 5-8, facilitators should provide relevant NS Information-Education-Communication materials to the groups in charge



1. This is a practical session for the participants themselves to review their school facilities and safety at their eye level.
2. Facilitators visit the group and encourage all members' participation and support them if any questions or clarifications. However the facilitators should neither lead the group or give any instructions for them to do. Let them be considerable and creative according to the scenarios.
3. Since the each Scenario activity is designed to conduct by **4-5 people for 20mins or 40 mins**. Choose corresponding number of scenarios (e.g 3-4 scenarios for 16-24 participants). If any questions on this composition, consult with IFRC
4. Through the preparation, participants will learn how their peers are so creative, considerable and confident to cope with any emergency or any risks. And they will learn about teamwork and facilitation.
5. Make sure the teacher are also joining as equal participant in the group – not as an observer.


Session 5: Group Activity

Objective	At the end of groups' exercise, participants 1. Undergo experiences of risks, emergency according to scenarios. 2. Learn about practical ways how to deal with risks and emergencies
Key message	<ul style="list-style-type: none"> • “Congratulations for the activity! You have done a really fantastic job!” <ul style="list-style-type: none"> – What Participants have done is really great and fantastic (in terms of innovation, creativity and considerations). – Let them to realize they can do something for themselves and by themselves for their school and for their safety. • Highlight 2-3 key improvements for their future actions <ul style="list-style-type: none"> – Refer to the feedback tips in the reminder section <p><i>This session should link with the Session 6</i></p>
Time required	3 or 4 scenarios for 120 mins
Required materials	<input type="checkbox"/> As required in the Scenarios <input type="checkbox"/> Small piece of paper for feedback
	<p>Step 1: Explain the procedure (2 mins)</p> <p>A. Check if they are ready for the exercise</p> <p>B. Explain to participants the process</p> <ul style="list-style-type: none"> – “You will start the Activity now and each group has only 20 mins or 40 mins to do full activity depending on scenario.” – “Within a set timeframe, group exercise should be completed.” – “Each group leader is responsible for start and end including logistical arrangement.” – “No facilitators will be available for guiding you anymore” <p>C. After explanation, give the floor to the first group.</p> <p>Step 2: Each group's demonstration, debriefing and Facilitator's feedback (10 mins)</p> <p>A. After each demonstration, let all participants sit together as a semi-circle and invite the presenting group to sit at the front.</p> <p>B. Distribute small piece of paper to all participants</p> <p>C. Ask the presenting group to share their feedback at individual level</p> <ul style="list-style-type: none"> – <u>What went well</u> and <u>what were the challenges</u> in their preparation and demonstration. <p>D. After sharing, ask participants to write down on a piece of paper their comments</p> <ul style="list-style-type: none"> – Invite the participants to write 2 points; “what was the positive thing they learnt from the exercise?”, “What should be improved?” <p>E. After collection of paper, Facilitators can debrief about the activity of the said group by emphasizing the reference information or key risk reduction message from each scenario.</p> <p>F. Important note: Facilitators should mention that what they have done here is for them to gain experience and learn from this exercise.</p> <ul style="list-style-type: none"> • In the real situation, there are specific roles and responsibilities for adults (teachers, parents, administrative staff) and for children defined by school management. • Some specific tasks such as evacuation of the school will be handled by adults while children have the responsibility to follow the directions provided. In case of any doubt, refer to existing emergency plan in the school (if any) or require it from the school administration. <p>Invite all participants to take tea break (15 min) after finishing all group activities.</p>
	<p>Feedback Tips</p> <p>A. Be clear about what you want to say in advance, practice if necessary.</p> <p>B. Use the positive/negative sandwich. Most people need encouragement, to be told when they are doing something well.</p> <p><i>Eg. Congratulate Participants what they have done is really great and fantastic (in terms of innovation, creativity and considerations). This is empowerment. Let them to realize</i></p>



	<p>they can do something for themselves and by themselves for their school and for their safety.</p> <p>C. Be specific. Avoid general comments which are not very useful. <i>Eg. Technical input on specific scenario should be given. Pinpoint exactly what are the key elements they had to do</i></p> <p>D. 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.</p> <p>E. 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. <i>Eg. Participants may consider of other aspects by being out of box during their demonstration</i> <i>Eg children with special needs(disability, vulnerable), issue of gender (boys and girls), violence harming the situation, teamwork as group</i></p> <p>F. 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.</p> <p>G. Recap on good points. End on a cheerful note by reminding the recipient that it's not all bad!</p> <p>If the activity goes beyond time unnecessarily, kindly remind the group to keep pace with next session.</p>
--	--

Session 6: Welcome Parents and School Safety Action Now

Objective	<p>1. Make sure parents become part of the activity</p> <p>2. To let Students, Teachers, Parents, RC Youths feel proud and confident about their actions, by conducting immediate school safety actions on the spot</p>
Key message	<ul style="list-style-type: none"> • "If you take small actions today and tomorrow, your peers will follow you and it will become bigger action one day." • "In a long run, the school becomes less vulnerable and all of you will be fear-free from risks. This is the School Safety and youth engagement." <p><i>This session should link with the session 1, 2, 5</i></p>
Time required	15 min Break and 45 mins
Required materials	<p><input type="checkbox"/> Markers, crayons, tape</p> <p><input type="checkbox"/> Post-it</p> <p><input type="checkbox"/> Prize if available (small toys or stationaries)</p>
	<p>Step 1: Welcome Parents (3 mins)</p> <p>A. Welcome Parents and invite them to introduce themselves</p> <p>B. Brief parents that their role today is to join and support the school safety actions as part of the group.</p> <p>Step 2: Instruction (5 mins)</p> <p>A. Divide participants into 4 teams with equal number of teachers, RCY and Students. Parents can join as well.</p> <p>B. Explain they will have a competition between 4 groups "for our school, and our safety"</p> <p>C. Remind participants the risk they identified and explain that they have 20 mins from now to make a change by conducting two immediate actions to protect their schools and themselves.</p> <ul style="list-style-type: none"> – Remind participants the risk by reflecting: <ul style="list-style-type: none"> • Their drawings on the wall (session 2);

- Key message of school safety (session 2);
- Their demonstration activities and the key messages (session 4-5)
- If they feel confused, you can take an example from your pre-identified list from the pre-risk assessment checklist (see Reference 1)

E.g. Find and write emergency Contact information and hanging on the wall of classroom in a creative way such as drawing or craftwork.

D. Explain participants to be creative, realistic and innovative using existing resources in their own surroundings.

E.g. Explain that If they put up the "risk" signboard only, it is not a solution. Everybody knows it is dangerous already but nobody acts on it. Let them find a creative way to act on the risk ; wrapping the sharp edge of broken pipe with paper- tape drawn beautiful pictures on it.

E. Facilitators should prepare a flipchart with number 1-8 written

Step 3: Act Now! (35 mins)

A. After 20mins' action complete, Instruct all participants to gather back in the classroom and distribute 3 post its to everybody.

B. Announce that each participants will at the end vote for the most favourite actions based on creativity, innovation and visibility.

- One vote for one action.

C. Announce each of the team to lead all participants to the spot they conducted immediate actions.

- Each 4 team will make a tour one by one to the spots they conducted the action.
- They can explain about their actions on the spot only if requested by other participants.
- Facilitators shall put a number to each 8 actions, so that later when the voting takes place, participants may easily distinguish which action to vote for



D. After a tour, on the return of all participants, instruct them to vote for 3 actions they think most "creativity, innovation and visibility".

- Refer "Reminder" for ideas on the Voting process.
- Remind them they cannot vote more than 2 votes for one action.

E. Count the post it and announce the group the most voted action – winner of the day!

F. Congratulate on the winning team (and give them a prize if available).


G. Debrief with the participants with the following questions;

- Use 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. Emphasize the above Key message as a conclusion.



- A. Give participants clear instruction with no more than 10 mins
- B. Prepare necessary materials for their needs. However, let the participants be creative.
- C. Depending on time limit, you can divide into 3 teams with 6 actions. But the process is same
- D. Observe the whole process and support the participants during their discussion using the pre-risk assessment checklist (Reference 1).
- E. Parents and Teachers must be ensured to take active part in each team. Ensure that no team is composed only by children. This is important to keep the safety of the group during their immediate action, as well as to build good understanding and recognition from the adults for the ideas of the children.

	<p>Voting Tips:</p> <ul style="list-style-type: none"> – Give the instruction very clearly, in order to avoid confusion – When the actual voting starts you can imagine a very enthusiastic and chaotic situation. To avoid arguments, prepare the voting space and be clear about the voting process/ method. <p>Eg:</p> <ul style="list-style-type: none"> • You can select 8 corners in the class room where participants can post their votes. • You can ask participants to write down their vote number and stick to prepared flipchart. • You can ask participants to write down their vote number and conduct a secret ballot. 	
--	--	--

Session 7: Action Plan! “Our School, Our Safety”

Objective	<p>1. Develop a long-term regular actions for school safety by Students, Teachers, Parents, RC Youths</p> <p>2. To develop a continuous supporting mechanism among all stakeholders</p>
Key message	<ul style="list-style-type: none"> • “School safety can be sustainable only when all of participants commit by themselves to implement action plans as indicated.” • “Start from small actions. Better plan small things we can do rather than big actions that stay on the paper” • “Everyone who participated today have different resources and strengths. This is why collective planning and taking action together hand-in-hand is important” <p><i>This session should link with the session 6 and 8</i></p>
Time required	60 min
Required materials	<ul style="list-style-type: none"> <input type="checkbox"/> 12 Tokens or paper ball <input type="checkbox"/> Prepared Screen or Flipchart (Annex 4) <input type="checkbox"/> 1 Table and 4 chairs <input type="checkbox"/> 4 sets of Red and Green color paper
	<p>Step 1: Group Planning (20 mins)</p> <p>A. Divide participants into 4 groups as Students, Teachers, RC Youths, Parents.</p> <p>B. Explain that they will have 15 mins discussion and develop one key action plan which they can do regularly (within weekly, monthly, quarterly, twice a year) at their level to prepare for any risks.</p> <p>C. Explain the plan should be realistic, feasible to be regular and based on resources available.</p> <ul style="list-style-type: none"> – Display and take an example of the Annex 5.A – Make sure that they understand clearly about their role and let them discuss for 15 mins – Ask each group to write down their proposed action (Annex 5.A) <p>D. While discussion taking place, prepare a table and four chairs in the middle of the class</p> <p>Step 2: Introduction of the Planning meeting (10 mins)</p> <p>A. Announce that it is a time for the school safety planning meeting.</p> <p>B. Ask each group to nominate 1 representative to come and sit at the table to represent the group and allow them to start the sharing and discussion.</p> <ul style="list-style-type: none"> – The rest of the group to sit behind their own representative and respect the dialogue happening at the table. – The selected representative should discuss on behalf of the group, but s/he can request the remaining participants from its group to take over/change the role/add ideas.



- Equally if other participants from the group have ideas, they may ask to take over the representative role.
- Throughout the process, Facilitators will take note of their discussion using Annex 5.B and showing on the screen/writing on flipchart.

C. Explain that one by one the group representative will share its plan. After each sharing, there will be 2 rounds of discussion among the representatives focussing on;

- Round 1: Relevance and feasibility (is it a good idea, based on the needs in the school? Is it doable?)
- Round 2: Contribution (How can the plan be contributed by other groups – resources, recognition, advocacy – to make the plan a success?)

Step 3: The Planning meeting (30 mins)

A. Meeting will start with the sharing of the actions in the following order

- Students → RCY → Parents → Teachers
- Each of the sharing will follow the 2 rounds as below

B. Round 1: Relevance and Feasibility (Is it a good idea, based on the needs in the school? Is it doable?)

- In this round, each groups will listen to the plan whether it is a good idea, based on the needs in the school and if it is doable
- Each representative will be given 1 Red card and 1 Green card.
- After the sharing of the plan per representative, the others shall indicate their decision by showing Green card if agree or Red Card if disagree, explaining the reason in few words.
- In the event if one of the group disagrees, the 4 representatives (or their replacements) discuss among themselves to find a consensus – either clarifying, adjusting the plan or cancelling the activity.
- Once there is a consensus move to Round 2, if not the action is cancelled and the next group representative will share its plan.

C. Round 2: Contribution (How can the plan be contributed by other groups – resources, recognition, advocacy – to make the plan a success?)

- Each representative will have 3 tokens which represents its support for the proposed action to the other groups.
- After consensus is reached in Round 1, each of the 3 other representatives will consider pledging concrete support to the action (specific resources/recognition/support for advocacy).
- To demonstrate such commitment, the representatives shall put 1 token in the middle of the table, while clarifying what that support will be provided.
- Note that for this round, it is not compulsory to have pledging from all the groups. Still the action shall be included in the overall school plan.
- Through this planning meeting, it is hoped that each group will find creative ways to support one another.
- Once the pledging has been completed, the meeting will move to the next group representative to share its plan (Round 1).

Step 4: Concluding the meeting (5 min)

A. After the 4 actions been finalized, the facilitator will do the recap of the agreed overall school plan


- The Facilitators will present the final School plan using the flipchart/ screen of their note taking
- The facilitator will highlight that this overall school plan shall be shared to the Headmaster and RC Branch.

B. Rewarding the most supportive group

- The group that released the most token during Round 2 (fewer tokens in their hands) shall be rewarded for its supportive spirit.

C. Emphasize the above Key message as a conclusion.





A. 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.

B. If there is a debate in Round 1, below are some questions facilitators may use to help find consensus.
 Eg;

- Is it what is needed in the school?
- Will it reduce the risk in the school?
- Do you think this is allowed?
- Are you sure you are safe while doing this action?
- Is the frequency and timeframe are feasible?
- Can you do this with no financial resources?
- Who is going to be a part of the action?

C. During Round 2, if none of the groups have ideas how to contribute, below are some hints facilitators may share
 Eg;

- Can you support the resources (giving materials, small seed funds, sharing volunteer time, giving technical advice/ supervision) ?
- Can you support in getting relevant authorisations?
- Can you support in highlighting the activity and promoting it for its advocacy?
- Can you give recognition by awarding the actions?
- Can you support by proposing the action to be included in the regular Plan and Budget of the school?

Do you know any external partner who could provide support?

Session 8: Closing

Objective	Thanking for all participation Closing remarks by headmaster
Key message	<p>Recap of the day,</p> <ul style="list-style-type: none"> • “Your safety and the safety of your school starts from you, here today”. <ul style="list-style-type: none"> - The school is the everyday living place for students and teachers. - This is where you all spend most of your time. - This is the reason why you are the ones who knows it best. - And by that all voices, regardless ages and roles, are important to ensure safety for everyone. • “School Safety is NOT ONLY about disasters but also all other elements” <ul style="list-style-type: none"> - It is not only about big events, but also about day-to-day risks. - It is about ensuring everyone in the school can learn and teach safety. • “Making school safe is not only the responsibility of teachers’ but also for everyone to contribute and support each other.” <ul style="list-style-type: none"> - Congratulate everyone for the small actions and commitments made today. - School Safety actions can be sustainable only when all of participants commit by themselves as like today to implement their action plans developed whatever the difficulties are arising under the guidance of Headmaster/chief of teachers. - Hoping this positive supporting spirit will translate into actions in the coming month and to continue. • “The action plan will be shared with the school management and the local RC Branch/HQ for further cooperation and follow up” • “Commitment each groups taken maybe small, but by starting from small actions collectively, together we can make our school and community safer. To gain knowledge and skills, join the RCY clubs ”
Time required	30 min



Required materials	<input type="checkbox"/> Large Size Post- its <input type="checkbox"/> Markers
	<p>Step 1: Evaluation (15 min)</p> <p>A. Ask all participants to sit on chairs and announce they will evaluate about the day.</p> <p>B. Distribute a piece of paper to the participants</p> <p>C. Ask them to reflect the drawings/writing (risks, fears) on the wall (from Session 2) <i>Not only theirs, but also invite the participants to look into others.</i></p> <p>D. Ask participants to draw another picture on the feedback of the training to show either</p> <ul style="list-style-type: none"> • Something they learned from today by reminding: <ul style="list-style-type: none"> ✓ Key message of school safety (session 2); ✓ Their demonstration activities (session 4-5); ✓ Key message of the scenario and actions to take (session 4-5) • Something they now think/feel differently. • Action they would like to take to make a change. <p>E. Ask participants to also write a short explanation on the picture.</p> <p>F. Paste the pictures on another side of the wall and invite participants to reflect the change from the morning to the afternoon</p> <ul style="list-style-type: none"> – The rest of the group to sit behind their own representative and respect the dialogue happening at the table. – The selected representative should discuss on behalf of the group, but s/he can request the remaining participants from its group to take over/change the role/add ideas. <p>Step 2: Closing remark (10 min)</p> <p>A. Welcoming headmaster/chief of teacher (if they are absent in the whole programme)</p> <p>B. Brief headmaster/chief of teacher about the whole day including action plans and let them look around the pictures.</p> <p>C. Emphasize the above Key message as a conclusion.</p> <p>D. Invite headmaster/chief of teacher for a short closing remark and encourage him/her to comment on the achievement of the day (by reflecting the Drawing and Action Plan)</p> <p>E. Also, thank Parents, Teachers, Students and RCY who joined the workshop and continuous efforts for the implementation of school safety plan developed by themselves.</p> <p>F. Conclude your remark that this will provide a sustainable and potential RC youth programme to branch and HQ level and it will be more effective if it would be incorporated into the branch action plan.</p> <p>Step 3: Group Photo (5 min)</p> <p>A. Take a group photo</p> <p>B. To inform headmaster when the Report will be handed</p> <ul style="list-style-type: none"> – <i>If the report is ready, you can hand over to the headmaster and make an appointment of the follow-up meeting (ideally 1-2 weeks later) and discuss about the next steps</i> ◦ <i>If the report is not ready, you can make an appointment of the follow-up meeting (ideally 1-2 weeks later) to hand over the report and discuss about the next steps</i>
	<p>Facilitator in charge of reporting should compile the pictures for the report from the afternoon break in the reporting format and later take notes of closing remarks as a main outcome commitment from the school and put it in the report.</p> <p>In the closing remarks, make sure the headmaster has to indicate</p> <p>a. 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)</p>



- b. How will the school support or expand this programme and report to branches about their implementations (what, when)
- c. (If agreed by headmaster) headmaster can request a support from branches to invite facilitators to join the monitoring actions of the plans.

The feedback drawing from participants are the evaluation of the training and changing result of their knowledge, attitude and behavior on school safety.

Keep them and reflect in the report (Reference 2).

Reference 1: Checklist

1. School Layout and basic information

1. School Name:

2. School Address:

3. # of Students: Male Female

4. # of Students with Special Needs:

5. # of Teachers: Male Female

6. Emergency Evacuation Route:

2. Possible occurrence of disasters

(Please indicate possible occurrence of disasters in the school and community. E.g earthquake, flood, cyclone, landslide, industrial disaster, fire accident, road accident)

3. Harzard around the school

(Please indicate hazards around the school. E.g Hazardous factory, busy road, high buildings, shops with chemicals, open blocked unclean drains, and so on)



4. Emergency Checklist

Items	Name & address	When and distance	Telephone No
Emergency Operation center (state, district, town)			
Helpline (public utility lines)			
Local hospital			
Nearest pharmacy			
Fire station			
Police station			
Branch			
Others			

5. Pre identified list of Immediate actions

List of immediate actions (examples)

Find and write emergency Contact information and hanging on the wall of classroom in a creative way
Installation of Road Safety Rules signboard
Show Assemble point in case of emergency
Instructions on how to evacuate the schools <ul style="list-style-type: none"> • Walking fast and covering heads with hands • Location of safest staircase • Move in a queue towards open ground • Safe escape routes from the classroom
Preparation for First Aid Kits <ul style="list-style-type: none"> • Emergency medicines such as painkillers • Bandage • Antiseptic and cotton • Burn related medicines
Preparation for Emergency Kits <ul style="list-style-type: none"> • Torch and batteries • Medicines and bandages • Dry food, such as biscuits
Remove heavy objects from high walls or in the way to the safe place
Laboratory protection with signboard or labels
Information-sharing in emergency <ul style="list-style-type: none"> • Turn off main power supply in the classroom • Duck, cover, hold in case of an earthquake • Stop drop and roll in case of fire • Awareness message
Family members use helmets or seat belts while riding or driving.
Collect money for a purchase of fire extinguisher.



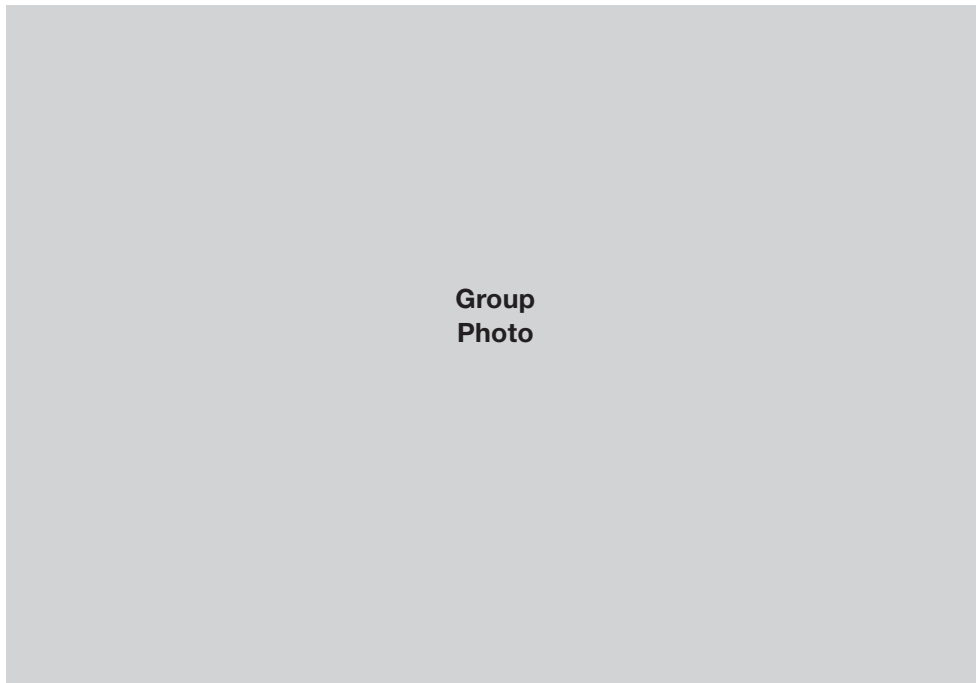
6. School Information

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 disaggregated data) active volunteers	Male:	Female:
13	Do you have a current School Safety plan	Yes / No	
14	Do you have a connection with branch?	Yes / No	
15	What are the main RC activities in the school?		



Reference 2: Facilitators' Reporting Template

Youth in School Safety Programme Report <School Name>



Group
Photo



Venue/date:

Lead Facilitator:

Co-Facilitators:



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 disaggregated data) active volunteers	Male: <input type="text"/>
		Female: <input type="text"/>
13	Do you have a current School Safety plan	Yes / No
14	Do you have a connection with branch?	Yes / No
15	What are the main RC activities in the school?	<input type="text"/>



4. School Safety Actions by Participants

B (Please copy of the Session 7)				
Action Planning	Teachers' Group (T)	Students' Group (S)	Parents Group (P)	Red Cross Youth Group (R)
Action <i>(copy above)</i>	Conduct Mock drill exercise of all four Scenarios	Study Disaster Risk Reduction		
Supporting Plan	S: Organize a group of 20 in Grade 5	T	T	T
Supporting Plan	P	P	S	S
Supporting Plan	R	R	R	P

5. School Safety Plan of Action

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

7. Follow up by school (capturing of the closing remark from headmaster)

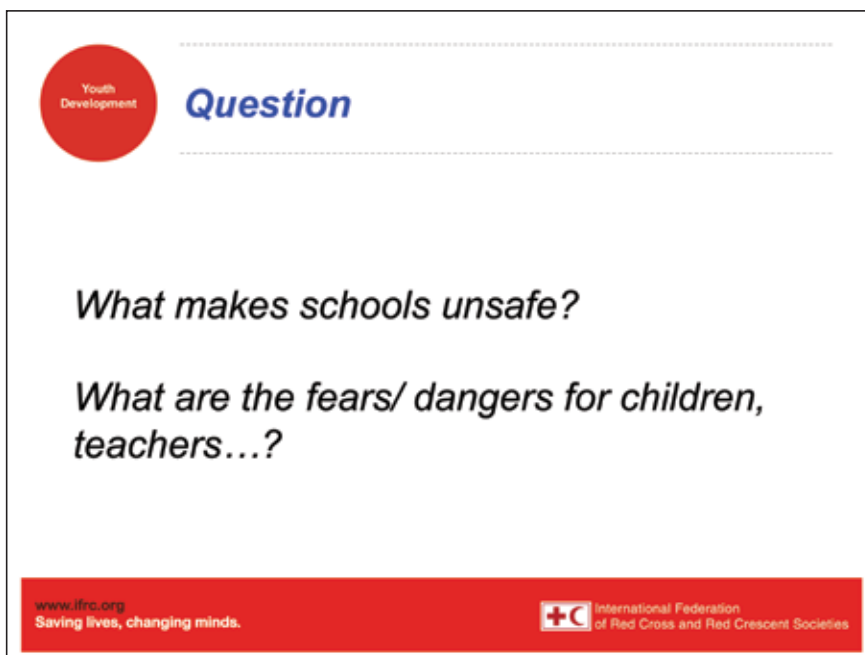
- Who will be responsible for the follow up actions at school after the training (RCY club at school or school existing committee or this group)
- How will the school support/ expand this programme and inform the branches about their implementations (what, when)
- (If agreed by headmaster) headmaster 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

Acknowledged by Headmaster

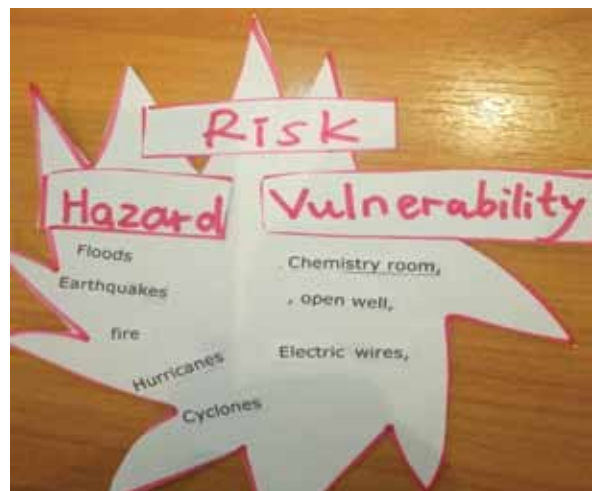
Reference 3: Presentation Slides

1. 3 pieces of String or rope
2. Write down following words in poster or A4 Size paper
 - “Safe Learning Facilities”
 - “Disaster Management Actions”
 - “Education/Knowledge”,
 - “Risk”
 - “Hazard”
 - “Vulnerability”




Slide 1: Distribute 1-2 piece of paper to each participant and markers/crayons

- A. Ask participants to draw pictures or write down (if they like) 1-2 examples of dangers/fears that they feel about the school unsafe and write down a short explanation on the picture (3 mins)
- B. Meanwhile, place the poster “Hazard” and “Vulnerability” in the middle of the room.
- C. Once they are ready, ask them if they heard about the word “Hazard” and “Vulnerability” and ask what those words mean. {usually if the schools or community under RC projects, they heard this word, but may not clearly understand what it means.}.
- D. Regardless of any answer, let them to cluster the examples into the category of “Hazards” and “Vulnerabilities”. {Usually participants will have a mix of hazards (flood, earthquake) and vulnerabilities (old building, water)}.
- E. From the floor, take 2-3 examples and ask participants if it is hazard or vulnerability. {it is normal they confuse together and their answers are different}
- F. Ask if they want to know clearly about the definition what Hazard and vulnerability means. If they say yes, open next Slide.




Picture 1: Slide 1 – Risk example






What is Hazard & Vulnerability ?



Hazard means dangerous condition, threat or potential for causing injury, damage


Vulnerability means an extent to likely be damaged or disrupted by the impact of Hazard.

www.ifrc.org
Saving lives, changing minds.

 International Federation of Red Cross and Red Crescent Societies

Slide 2:


- A. Explain what hazard and vulnerability means. {Repeat a main message “We cannot avoid any problems (Hazards), however we can be prepared to and respond to (Vulnerability)”}.
- B. Open next slide



More examples of Hazards

Category	Examples of Hazards
Fire	Fire, wildfire
Water	Flood, tsunامي, 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)

www.ifrc.org
Saving lives, changing minds.

 International Federation of Red Cross and Red Crescent Societies

Slide 3:

Explain here are more examples of hazards.



Slide 4 content: A red circle with 'Youth Development' text is in the top left. The main text reads: **Disaster = Hazard + Vulnerability.** **Risk is not only about disasters, but more than that...** The footer contains the website www.ifrc.org, the slogan 'Saving lives, changing minds.', and the IFRC logo.

Slide 4:

- A. Explain “If Hazard comes alone, and you are prepared well, it is not a disaster. But if you are not prepared which is vulnerable, then it becomes disaster. And we call it disaster risk”.
- B. Explain that the Risk is not only about disasters, but more than that... by putting the poster “Risk” on top of “Hazard” and “Vulnerability” as like picture 1.

Slide 5 content: A red circle with 'Youth Development' text is in the top left. The main text reads: **... Comprehensive Risk approach...** Below this is a table with two columns: 'Category' and 'Examples of Hazards'. The footer contains the website www.ifrc.org, the slogan 'Saving lives, changing minds.', and the IFRC logo.

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

Slide 5:

- A. Continue explain “Risk is very comprehensive and various. These are more examples of risks more than disasters...”
- B. Risk can come from Hazard and Vulnerability including Health problem, school problem and technical problems.
- C. Give few minutes for them to read. Once they are clear, ask if they would like to move their examples into different category.
- D. If yes, let them do it (2mins) {They can change according to their understanding of Hazard and Vulnerability presentation}.

A rectangular box with a black border containing the slide content. In the top left corner, there is a red circle with the text 'Youth Development' inside. The main title 'Activities to reduce risks?' is in blue. Below it, a red question is followed by a green question. At the bottom, there is a red footer bar with the IFRC logo and website information.


Youth Development

Activities to reduce risks?

What can be done to reduce risks in and around schools?

Give examples of activities (from teachers, from children, from Red Cross or Red Crescent or other actors...?)

www.ifrc.org
Saving lives, changing minds.

 International Federation of Red Cross and Red Crescent Societies

Slide 6:

Preparation:

1. three pieces of strings/rope.
 2. 3-key-word posters; "Safe Learning Facilities" "Disaster Management Actions" "Education/Knowledge" (A4 size).
- A. Now lets do small exercise again. Distribute 1-2 piece of paper to each participant.
- B. Brainstorm participants to write down 1-2 examples of activities can be able to reduce risks at your school (3 mins).

{Meanwhile put the three "circles" with string or rope on the floor overlapped on the poster "risk" in the middle of the floor. Refer picture 2}.



Youth
Development

Cluster into “3 pillars”

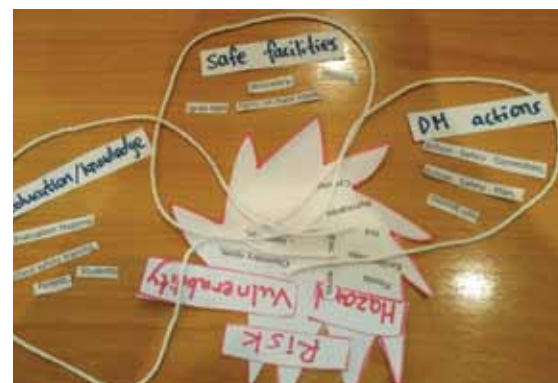
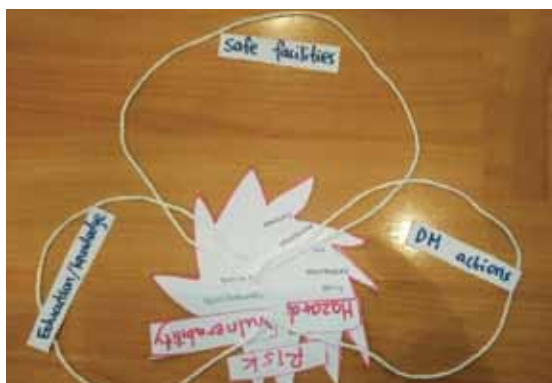
1. Safe Learning Facilities (*eg. building*)
2. School Disaster Management (*eg. evacuation route, fire extinguisher, first aid training*)
3. Risk Reduction and Resilience Education (*curriculum, awareness session*)

www.ifrc.org
Saving lives, changing minds.

International Federation
of Red Cross and Red Crescent Societies

Slide 7:

- A. Finished writing, explain quickly the meaning of each circle as follows by showing 3-KEY WORD Posters.
- Three circles here mean 3 comprehensive clustering actions to reduce your risks at school defined at a global level.
 - We call them 3 pillars of Comprehensive School Safety Framework. Pillar (1) “Safe Learning Facilities”,(2) “Disaster Management Actions” and (3) “Education/knowledge” {put those 3-key-word posters inside the each circle}
- B. Ask each participant to read out activities (they wrote) loud and put them inside the 3 circles. If time is not sufficient, have all participants organize their ideas by themselves inside the circles.
- C. Ask them if they are clear about the school safety three pillars.



Picture 2: Slide 6 and 7 – Three pillars and Its example actions



Slide 8 features a red circular icon in the top left corner with the text 'Youth Development'. To its right, the text 'This is' is written in a bold, italicized font. Below this, the words 'SCHOOL SAFETY' are displayed in a large, bold, black, italicized font. At the bottom of the slide, there is a red horizontal bar containing the website 'www.ifrc.org' and the slogan 'Saving lives, changing minds.' on the left, and the International Federation of Red Cross and Red Crescent Societies logo and name on the right.

Slide 8:

If yes, explain that this is the risk reduction and this is the School Safety. Congratulate on their actions!

Slide 9 features a red circular icon in the top left corner with the text 'Youth Development'. To its right, the text 'Key messages...' is written in a bold, italicized font. Below this, three bullet points are listed, each starting with a red square symbol. The first bullet point reads 'School safety is not only about disasters', the second reads 'Everyone can contribute to school safety', and the third reads 'School safety is best achieved in peer to peer support (partnerships)'. At the bottom of the slide, there is a red horizontal bar containing the website 'www.ifrc.org' and the slogan 'Saving lives, changing minds.' on the left, and the International Federation of Red Cross and Red Crescent Societies logo and name on the right.

Slide 9:

Highlight about key messages as a summary. Through this exercise, we learnt...



Youth Development

How do you feel now?

www.ifrc.org
Saving lives, changing minds.

International Federation of Red Cross and Red Crescent Societies

Slide 10:

Now how do you feel? Is it clear?

Youth Development

THANK YOU and Any Questions?

www.ifrc.org
Saving lives, changing minds.

International Federation of Red Cross and Red Crescent Societies

Slide 11:

Thank you very much for your active participation and great work. Any more questions? Applause



Reference 4: Concept Paper “Empathy”

Definition Empathy is the ability to put ourselves in someone else’s shoes. It means that we understand and are sensitive to the feelings of someone else and can also, even if temporarily, share the feelings of that person.

What it is not It is important not to confuse empathy with pity. Pity is feeling sorry for someone. Now, if we feel sorry for someone, we are somehow comparing ourselves with that person and generally feeling better off than the person we pity. “Oh, you poor thing!” is a typical way of expressing pity. It is often perceived or felt by the other as ‘looking down on’, making that person feel inferior and (too) vulnerable. Therefore, people generally do not like to be pitied. Empathy requires considering the other person of equal value or as equal.

Empathy is not sympathy. Sympathy is when we feel the suffering of the sufferer as if we were ourselves the sufferer. Sympathy often seeks to comfort or console, while empathy seeks to understand. Sympathy is empathy that goes too far in the sense that its effect is overwhelming emotionally or putting us off-balance, which means we are no longer able to act, ‘walk the talk’ and inspire change. We need to protect ourselves and remain balanced to be in a position to help, assist or accompany others. There is therefore a necessary limit to empathy and it is essential to enhance our personal resilience and cultivate inner peace at the same time.

Empathy is not an abstract concept; it is a real skill that can be developed and mastered with practice. Empathy goes hand in hand with other intra and interpersonal skills, in particular with active listening, critical thinking, dropping bias, non-judgement, non-violent communication, mediation, personal resilience and inner peace.

The essence Empathy connects us deeper to others than through the mind or with reason. It is about being present for the other through a heart-to-heart connection, and to tune into their feelings and emotions. It is about recognizing the other as a human being who has feelings just like us.

Empathy is a true two-way communication at the deepest level. It underlies love, caring and compassion and further develops friendship and mutual understanding. Empathy calls for spontaneous action.

Key ingredients

- Active listening (when the person is talking), so that we truly understand what they are saying and the meaning it has for them
- Pay attention to the whole person, including their body language, feelings and needs
- Increase non-verbal communication, including physical signs like body language and eye contact, when culturally appropriate
- Establish a connection from heart to heart, to go beyond understanding with our mind



- Critical thinking. We have empathy when we understand the plight of the other person and maintain a balanced and healthy emotional distance at the same time. Therefore, critical thinking needs to accompany empathy.
- Develop or strengthen our personal resilience (see above paragraph on empathy compared to sympathy)

Why is it so important?

For agents of behavioural change:

First of all, as agents of behavioural change start with inner change or personal transformation, developing the skill of empathy towards ourselves is important to build self-awareness and personal growth. Empathy towards ourselves will help us to connect first with our inner self, with who we are, what drives and motivates us, and to know what does us good and what does not. This will help us to become a centred agent of behavioural change, cultivating inner balance. Secondly, it is essential for agents of behavioural change to be able to connect with those around us on an emotional level. Active listening and empathy will help us to build trust and create an open environment in which we can inspire genuine and sustainable change.

It will create genuine trust in the empathizer, and a willingness to cooperate within the person to whom the empathy is being directed. Empathy can therefore be a 'door-opener'; it opens the willingness of the other to 'open up' and consider change freely. Therefore, it creates environments for change that comes from within, meaning genuine change that is truly wanted and supported by the other or by the community concerned, rather than imposed from outside or from the top down, and likely then to be sustainable.

For the Red Cross Red Crescent:

Empathy is embedded in the mission of our Movement, which is to "prevent and alleviate human suffering wherever it may be found, to protect life and health and ensure respect for the human being, in particular in times of armed conflict and other emergencies, to work for the prevention of disease and for the promotion of health and social welfare, to encourage voluntary service and a constant readiness to give help by the members of the Movement, and a universal sense of solidarity towards all those in need of its protection and assistance."



Annexes

Annex 1: Logistic Check list (for 24 participants)

Check	Items to prepare	Quantity	When to use
<input type="checkbox"/>	Flip charts with written Agenda and Objective of the programme		–
<input type="checkbox"/>	Copy of Facilitators Guide		For facilitators
<input type="checkbox"/>	Copy of Scenarios		Session 5
<input type="checkbox"/>	Blue tag or Scotch tape		–
<input type="checkbox"/>	Crayons or Markers (different colours)		–
<input type="checkbox"/>	Flipcharts	at least 10 pieces	–
<input type="checkbox"/>	A4 paper	at least 50 sheets	–
<input type="checkbox"/>	Tea breaks	2times*participants	–
<input type="checkbox"/>	Lunch	Per participant	–
<input type="checkbox"/>	Prepared Cards (see Annex 3)	–	Session 2
<input type="checkbox"/>	Projector	1	Session 2
<input type="checkbox"/>	Laptop	1	Session 2
<input type="checkbox"/>	Copies of 7 fundamental principles and values (see Annex 4)	Per participant	Session 2
<input type="checkbox"/>	Two similar size boxes (1 wrapped in a beautiful looking paper, 1 wrapped in an ugly used paper)		Session 2
<input type="checkbox"/>	Sweets or Soft candy	1 pack	Session 2
<input type="checkbox"/>	Leaves and stones	–	Session 2
<input type="checkbox"/>	Post-it	At least 5 per participant	Session 2
<input type="checkbox"/>		1 paper per participant	Session 5
<input type="checkbox"/>		1 paper per participant	Session 6
<input type="checkbox"/>	String or tape		Session 2, 3 and 5, 6
<input type="checkbox"/>	Blindfolds	10 pieces	Session 3 and 5
<input type="checkbox"/>	Whistle or a bell	1	Session 3 and 5
<input type="checkbox"/>	Color Paper (RED, Yellow and Green)	4 sets	Session 5 and 7
<input type="checkbox"/>	Prize (If available)	–	Session 6
<input type="checkbox"/>	Token or paper ball	12 pieces	Session 7

Annex 2: Icebreaker (Some ideas)

1. Ask participants to form a circle
2. Invite each person in turns to present themselves by telling his or her name, a symbolic movement.
 Eg: “my name is Julia” by clapping hands.
3. All the rest will imitate his/her move by saying “welcome Julia! Julia! Julia!”.
4. After all are done, thank participants and let them go back to their seats



Annex 3: Prepared Cards

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

Vulnerability: Fencing, Electric wires, laboratory, power lines, rivers, main roads, open well, Chemistry room.

School Safety: School Safety Plan, School Safety Committee, Evacuation Mapping, grab bars, controlled Electric wires, Strong Fencing, lights on main roads, Students, Parents, Helmet use, school safety training.

Annex 4: 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 ICRC intervention 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 	

Analysis by FRC, Principles and Values department, Beckman K, based on Pictet, J. The Fundamental Principles of the Red Cross. Commentary Geneva, 1979, available at: www.ifrc.org/RedCross/100Years/100Commentary.pdf



Annex 5: Plan of Action (example)

A				
Action Planning	Teachers' Group	Students' Group	Parents Group	Red Cross Youth Group
Action	Conduct Mock drill exercise of all four Scenarios	Study Disaster Risk Reduction		
Target	20 Students Grade 5	30 students of class A		
When	Every first Tuesday of third month	Last Thursday of 2nd month		
Where	Classroom 5	Classroom 7		
Resources available	Blindfolds, Flipchart, markers	Student committee		

B (Please copy of the Session 7)				
Action Planning	Teachers' Group (T)	Students' Group (S)	Parents Group (P)	Red Cross Youth Group (R)
Action <i>(copy above)</i>	Conduct Mock drill exercise of all four Scenarios	Study Disaster Risk Reduction		
Supporting Plan	S: Organize a group of 20 in Grade 5	T	T	T
Supporting Plan	P	P	S	S
Supporting Plan	R	R	R	P

Scenarios

Scenario 1: “Fleeing the Flood”

Goal

Your Team is responsible to save all people in the classroom from the risk in times of emergency.

Ideally 5-6 people will be your team members



Preparation

1. What is Flood?

Floods is the most frequent and costly natural disaster. Conditions that cause floods include heavy or steady rain for several hours or days that saturate the ground. Flash floods occur suddenly.

2. How to Prepare for a Flood?

1. Divide your team into 5 task force members and see the responsibility in the next page
 - Awareness and Information member
 - Search and rescue member
 - Fire safety member
 - First Aid member
 - Evacuation member
2. The above task force should prepare for emergency in advance with following actions;
 - Look around school building
 - Find out safe places to evacuate
 - Find out any risks available and take measure on that for an evacuation on process
 - Prepare all flood-related information
 - Prepare all materials in advance for the evacuation
 - Write down basic procedure how to exit and evacuate.
 - Evacuation mapping by drawing a map, signboards, posters and install them.

Context

In your school, weather forecasting Radio informed that floods are predicted in your community and school. Your task force team will introduce individually who you are and your responsibility as indicated in the “Reference information”. After 2-3 mins, the team leader will yell <Flash Flood!> and some minutes later a big alarm sound.

You have only 20 minutes to conduct a whole exercise

Reference Information

1. Awareness and Information Member; Information updates

1. Develop IEC materials posters, pamphlets, simple tips on do’s and don’ts in disasters. Inform about the specific disaster in scenario and different warning signals and actions about the disaster, e.g
 - **<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. Conduct awareness raising activities in the classroom by briefing about the flood situation fully
 - Inform about prepared things by the team.
 - Listen to Radio for flood warnings
 - When a warning radio is heard, inform them to prepare for evacuation
 - Evacuate depending on instruction, heading for higher ground.
- 3. Explain about the Evacuation Plan and Map by showing the drawings (those were already installed by the team in advance)
- 4. Explain about safe signal such as flags or paper of appropriate colour for them to be safe to return to the classroom.
- 5. Monitoring and taking regular updates from TV/Radio/Internet and coordinate with other members, especially with evacuation member (In this scenario, you can join in the evacuation and later announce an end after full exercise)
- 6. Maintain contact information with the concerned emergency partners

2. Search and Rescue Member; Search and Rescue if any missing

1. Check the exits and make sure there are no hazards present for evacuating to the designated area.
2. Make sure that all members from the class evacuated thoroughly.
3. Make sure if the stretchers are available and accessible.
4. Be prepared for special equipment needs for mobility-impaired students (disability, sick, mental disorder).
5. Coordinate with teacher in charge and other members especially with evacuation member.

3. Evacuation member; Lead all to the safe and evacuation place

1. Identify the open areas where the participants can go through and assemble in the safe place.
2. Keep watching and coordinating. Especially children being out of the water. They are curious and often lack of judgment about running water or contaminated water.
3. Follow the Evacuation map.
4. Count heads in the safe place and inform to teacher if any missing.
5. Return school classroom back only when informed by teacher a radio have declared the area safe by displaying the safe signal.
6. 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.
7. Let Your Family Know you're Safe

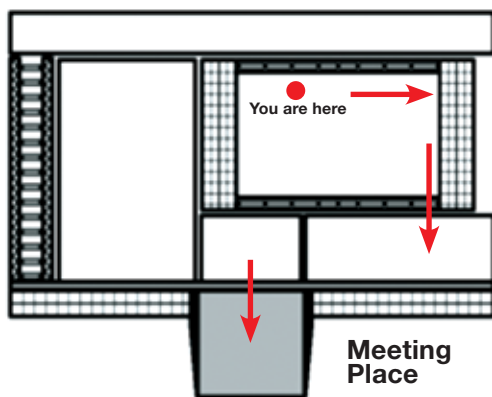
4. First Aid Team; Treat the injured

1. Make sure that first aid supplies and following items are up to date and always complete – packed and ready to go in case you need to evacuate from the school. (write/make items in paper).
 - Water and Sanitation and personal hygiene items
 - Food
 - Flashlight
 - First Aid kit

- Copies of personal documents
 - Cell phone with chargers
 - Family and emergency contact information
 - Cash
 - Emergency blanket
 - Map(s) of the School
 - Clothing, hat and sturdy shoes
2. Keep emergency cards and health cards up-to-date
 3. Ensure all new members trained about First Aid and refresher training for existing members
 4. Be aware of special medical requirements of students / employees and ensure that some stock medication (maybe 1-2 days medicines) are kept in the school and regularly updated
 5. Participate in search and rescue team when necessary for any patients

5. Fire Safety Team; Use fire extinguisher in case of fire

1. Make sure fire-fighting equipment (extinguisher) is in place and working in order
2. Ensure that all non-structural hazards that can cause fire (i.e. chemical laboratory, cafeteria kitchens, hot water tank) are properly secured.



Evacuation map (Example)



Poster, Signboard (Example)

Scenario 2: “Escape the Fire”

Goal

Your Team is responsible to save all people in the classroom from the risk in times of emergency.

Preparation

1. What is Fire?

Fire means a combustion or burning, in which substances combine chemically with oxygen from the air and typically give out bright light, heat, and smoke. This is the most frequent sudden risk which can happen at any place and at any time. It can bear a lot of injuries and deaths.



2. How to Prepare for a Fire?

1. Divide your team into 5 task force members and see the responsibility in the next page
 - Awareness and Information member
 - Search and rescue member
 - Fire safety member
 - First Aid member
 - Evacuation member
2. The above task force should prepare for emergency in advance with following actions;
 - Look around school building
 - Find out safe places to evacuate
 - Find out any risks available and take measure on that for an evacuation on process
 - Prepare all fire-related information
 - Prepare all materials in advance for the evacuation
 - Write down basic procedure how to exit and evacuate.
 - Evacuation mapping by drawing a map, signboards, posters and install them.

Context

Your task force team will introduce individually who you are and your responsibility as indicated in the “Reference information”. After some time, the team leader will yell <Fire! Fire!> and some minutes later a big alarm sound. You have only **two minutes** to escape from the fire. In the middle of escape, Team leader will yell to all “the fire is on your clothes!”.

You have only 20 minutes to conduct a whole exercise

Reference Information

1. Awareness and Information Member; Information updates

1. Develop IEC materials posters, pamphlets, simple tips on do’s and don’ts in disasters. Inform about the specific disaster in scenario and different warning signals and actions about the disaster, e.g
 - **<Fire! Fire!>**: Be warning that fire is on your area.
 - **<GET OUT, STAY OUT and CALL for help>** the fire becomes serious and spread in the room
2. Conduct awareness raising activities in the classroom by briefing about the situation fully.



- Inform about prepared things by the team.
 - 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.
 - Inform low, crawling when fire is getting big
3. Explain about the Evacuation Plan and Map by showing the drawings.
 - Two escaping ways from the room should be displayed and those should be already installed by the team in advance.
 - Map should be installed at an instant notice. Stick to the wall or install on the way about sign boards such as arrows and direction
 4. Explain about safe signal such as flags or paper of appropriate colour for them to be safe to return to the classroom.
 5. Coordinate with other members, especially with evacuation member (In this scenario, you can join in the evacuation and later announce an end after full exercise)
 6. Maintain contact information with the concerned emergency partners

2. Search and Rescue Member; Search and Rescue if any missing

1. Check the exits and make sure there are no hazards present for evacuating to the designated area
2. Make sure that all members from the class evacuated thoroughly.
3. Make sure if the stretchers are available and accessible
4. Be prepared for special equipment needs for mobility-impaired students (disability, sick, mental disorder)
5. Coordinate with teacher in charge and other members especially with evacuation member

3. Evacuation member; Lead all to the safe and evacuation place

1. Identify the open areas where the participants can go through and assemble in the safe place
2. Remember to yell **“GET OUT, STAY OUT and CALL for help”**
3. Instruct them all to **“Crawl low under smoke”**.
4. Keep watching and coordinating the actions if any children behind or any patients or obstacles such as clothes catch on fire (**STOP, DROP and ROLL!**).
5. If closed doors or handles are warm, use the second way out. Follow the Evacuation map.
6. Count heads in the safe place and inform to teacher if any missing.
7. Return school classroom back only when informed by teacher declaring the area safe by displaying the safe signal.
8. Before entering your room, look outside for safety and approach entrances carefully. Check with the fire department to make sure your colleague is safe to enter. Let Your Family Know You're Safe

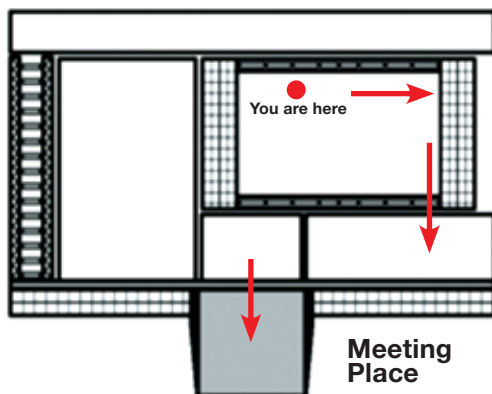
4. First Aid Team; Treat the injured

1. Make sure that first aid supplies and following items are up to date and always complete – packed and ready to go in case you need to evacuate from the school. (write/make items in paper)
 - Water and Sanitation and personal hygiene items
 - Food
 - Flashlight

- First Aid kit
 - Copies of personal documents
 - Cell phone with chargers
 - Family and emergency contact information
 - Cash
 - Emergency blanket
 - Map(s) of the School
 - Clothing, hat and sturdy shoes
2. Keep emergency cards and health cards up-to-date
 3. Ensure all new members trained about First Aid and refresher training for existing members
 4. Be aware of special medical requirements of students/employees and ensure that some stock medication (maybe 1-2 days medicines) are kept in the school and regularly updated
 5. Participate in search and rescue team when necessary for any patients
 6. 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.
 7. 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.

5. Fire Safety Team; Use fire extinguisher in case of fire

1. Make sure fire-fighting equipment (extinguisher) is in place and working in order
2. Use it in an appropriate time before the fire spread.



Evacuation map (Example)



Poster, Signboard (Example)

Scenario 3: “Escape from the Earthquake”

Goal

Your Team is responsible to save all people in the classroom from the risk in times of emergency.



Preparation

1. What is Earthquake?

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.

2. How to Prepare for an earthquake?

1. Divide your team into 5 task force members and see the responsibility in the next page
 - Awareness and Information member
 - Search and rescue member
 - Fire safety member
 - First Aid member
 - Evacuation member
2. The above task force should prepare for emergency in advance with following actions
 - Look around school building
 - Find out safe places to evacuate
 - Find out any risks available and take measure on that for an evacuation on process
 - Prepare all earthquake-related information
 - Prepare all materials in advance for the evacuation
 - Write down basic procedure how to exit and evacuate.
 - Evacuation mapping by drawing a map, signboards, posters and install them.

Context

Your task force team will introduce individually who you are and your responsibility as indicated in the “Reference information”. After 2-3 mins, the team leader will yell <earthquake!> and some minutes later a big alarm sound.

You have only 20 minutes to conduct a whole exercise

Reference Information

1. Awareness and Information Member: Information updates

1. Develop IEC materials posters, pamphlets, simple tips on do's and don'ts in disasters. Inform about the specific disaster in scenario and different warning signals and actions about the disaster, e.g
 - **<Earthquake!>**: Be warning that the building is shaking and the earthquake is on your area. Be prepared for evacuation.
 - **<Bang, Bang Sound!>**: • Alarming that the earthquake is already occurring in your community and you need to evacuate ASAP.
2. Conduct awareness raising activities in the classroom by briefing about the earthquake situation fully
 - Inform about prepared things by the team.



- Practice **“drop, cover and hold on”** if there is a yell “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.
 - Door-ways are no stronger than any other part of a structure so don't rely on them for protection!
 - Be aware of the evacuation map and evacuate along to the signboards
 - Be aware of members with special needs (disability, sick, mental disorder)
 - Listen to Radio for earthquake warnings
 - When a warning radio is heard, Prepare for an evacuation
3. Evacuate depending on instruction, run to the playground as far as they can
 4. Explain about the Evacuation Plan and Map by showing the drawings (those were already installed by the team in advance)
 5. Explain about safe signal such as flags or paper of appropriate colour for them to be safe to return to the classroom.
 6. Monitoring and taking regular updates from TV/ Radio/Internet and coordinate with other members, especially with evacuation member (In this scenario, you can join in the evacuation and later announce an end after full exercise)
 7. Maintain contact information with the concerned emergency partners

2. Search and Rescue Member: Search and Rescue if any missing

1. Check the exits and make sure there are no hazards present for evacuating to the designated area
2. Make sure that all members from the class evacuated thoroughly.
3. Make sure if the stretchers are available and accessible
4. Be prepared for special equipment needs for mobility-impaired students (disability, sick, mental disorder)
5. Coordinate with teacher in charge and other members especially with evacuation member

3. Evacuation member: Lead all to the safe and evacuation place

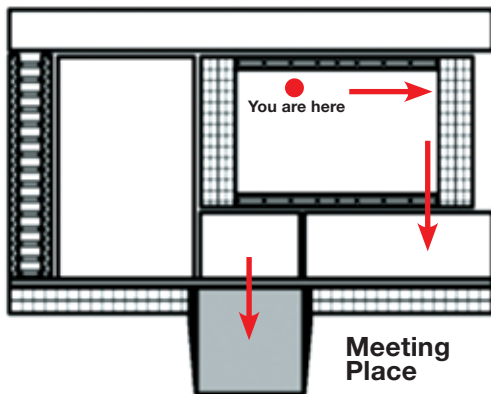
1. Identify the open areas where the participants can go through and assemble in the safe place
2. “Drop, Cover and Hold On” position on the way by assuming the building is shaking and monitor all movements.
3. Find a clear spot (away from buildings, power lines, trees, streetlights. and drop to the ground. Stay there until the safe signal).
4. Keep watching and coordinating. Do not use the mid-way which the hangings fall down and hit, but use the sideway close to the wall. Follow the Evacuation map.
5. Count heads in the safe place and inform to teacher if any missing.
6. Return school classroom back only when informed by teacher a radio have declared the area safe by displaying the safe signal.
7. Before entering your room, look outside for safety and approach entrances carefully. Use extreme caution and examine walls, floors, doors, staircases and windows to check for damage. Let Your Family Know You're Safe.

4. First Aid Team: Treat the injured

1. Make sure that first aid supplies and following items are up to date and always complete – packed and ready to go in case you need to evacuate from the school. (write/make items in paper).
 - Water and Sanitation and personal hygiene items
 - Food
 - Flashlight
 - First Aid kit
 - Copies of personal documents
 - Cell phone with chargers
 - Family and emergency contact information
 - Cash
 - Emergency blanket
 - Map(s) of the School
 - Clothing, hat and sturdy shoes
2. Keep emergency cards and health cards up-to-date
3. Check yourself and others for injuries and get First Aid, if necessary, before helping injured or trapped persons.
4. Participate in search and rescue team when necessary for any patients

5. Fire Safety Team: Use fire extinguisher in case of fire

1. Make sure fire-fighting equipment (extinguisher, is in place and working in order
2. Ensure that all non-structural hazards that can cause fire (i.e. chemical laboratory, cafeteria kitchens, hot water tank) are properly secured.



Evacuation map (Example)



Poster, Signboard (Example)

Scenario 4: “Safe from the Cyclone, Hurricanes”

Goal

Your Team is responsible to save all people in the classroom from the risk in times of emergency.

Preparation

1. What is cyclone ?

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.



2. How to Prepare for a cyclone?

1. Divide your team into 5 task force members and see the responsibility in the next page
 - Awareness and Information member
 - Search and rescue member
 - Fire safety member
 - First Aid member
 - Evacuation member
2. The above task force should prepare for emergency in advance with following actions;
 - Look around school building
 - Find out safe places to evacuate
 - Find out any risks available and take measure on that for an evacuation on process
 - Prepare all earthquake-related information
 - Prepare all materials in advance for the evacuation
 - Write down basic procedure how to exit and evacuate
 - Evacuation mapping by drawing a map, signboards, posters and install them

Context

Your task force team will introduce individually who you are and your responsibility as indicated in the “Reference information”. After 2-3mins, the team leader will yell <cyclone!> and some minutes later a big alarm sound.

You have only 20 minutes to conduct a whole exercise

Reference Information

1. Awareness and Information Member: Information updates

1. Develop IEC materials posters, pamphlets, simple tips on do’s and don’ts in disasters. Inform about the specific disaster in scenario and different warning signals and actions about the disaster, e.g
 - **<Cyclone!>**: Be warning that the storm or strong wind is shaking the windows or doors on your area. Be prepared for evacuation.
 - **<Bang, Bang Sound!>**: Alarming that the cyclone is already occurring in your community and you need to evacuate ASAP.



2. Conduct awareness raising activities in the classroom by briefing about the earthquake situation fully
 - Inform about prepared things by the team.
 - Practice **“Close the windows, doors and shutters”** if there is a yell “cyclone”
 - Be aware of the evacuation map and evacuate along to the signboards
 - Be aware of members with special needs (disability, sick, mental disorder)
 - Listen to Radio for cyclone warnings
 - When a warning radio is heard, Prepare for an evacuation
3. Evacuate depending on instruction, **run to the safe place as fast as they can.**
4. Explain about the Evacuation Plan and Map by showing the drawings (those were already installed by the team in advance).
5. Explain about safe signal such as flags or paper of appropriate colour for them to be safe to return to the classroom.
6. Monitoring and taking regular updates from TV/Radio/Internet and coordinate with other members, especially with evacuation member (In this scenario, you can join in the evacuation and later announce an end after full exercise).
7. Maintain contact information with the concerned emergency partners.

2. Search and Rescue Member: Search and Rescue if any missing

1. Check the exits and make sure there are no hazards present for evacuating to the designated area.
2. Make sure that all members from the class evacuated thoroughly.
3. Make sure if the stretchers are available and accessible.
4. Be prepared for special equipment needs for mobility-impaired students (disability, sick, mental disorder).
5. Coordinate with teacher in charge and other members especially with evacuation member.

3. Evacuation member: Lead all to the safe and evacuation place

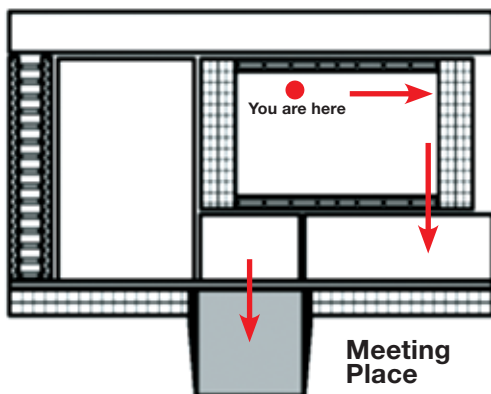
1. Identify the closed areas where the participants can go through and assemble in the safe place.
2. Identify a place to store any heavy furniture away from stairs and to prevent them from being moved by high winds and becoming missiles.
3. Find a clear spot (away from buildings, power lines, trees, streetlights) as an evacuation place and drop to the ground. Stay there until the safe signal.
4. **“Close the windows, doors and shutters”** on the way.
5. Keep watching and coordinating. Do not use the mid-way which the hangings fall down and hit, but use the sideway close to the wall. Follow the Evacuation map.
6. Count heads in the safe place and inform to teacher if any missing.
7. Return school classroom back only when informed by teacher a radio have declared the area safe by displaying the safe signal.
8. Before entering your room, look outside for safety and approach entrances carefully. Use extreme caution and examine walls, floors, doors, staircases and windows to check for damage. Let Your Family Know You're Safe.
9. Stay alert for extended rainfall and subsequent flooding even after the cyclone has ended.

4. First Aid Team: **Treat the injured**

1. Make sure that first aid supplies and following items are up to date and always complete – packed and ready to go in case you need to evacuate from the school. (write/make items in paper).
 - Water and Sanitation and personal hygiene items
 - Food
 - Flashlight
 - First Aid kit
 - Copies of personal documents
 - Cell phone with chargers
 - Family and emergency contact information
 - Cash
 - Emergency blanket
 - Map(s) of the School
 - Clothing, hat and sturdy shoes
2. Keep emergency cards and health cards up-to-date
3. Check yourself and others for injuries and get First Aid, if necessary, before helping injured or trapped persons.
4. Participate in search and rescue team when necessary for any patients

5. Fire Safety Team: **Use fire extinguisher in case of fire**

1. Make sure fire-fighting equipment (extinguisher) is in place and working in order.
2. Ensure that all non-structural hazards that can cause fire (i.e. chemical laboratory, cafeteria kitchens, hot water tank) are properly secured.



Evacuation map (Example)















Poster, Signboard (Example)

Obstacle cards for Scenario 1– 4 by Facilitators

How to use the role cards

- Have two copies of this below table
- Cut them all into each role-card piece e.g deaf, runaway, blind
- Provide this role card to group members (two sets per each group) in a secret way and instruct them “these cards are secrets to others and they have to act according to the cards when the responding scenario starts with a big alarm”.

 <p>DEAF In the flood situation</p>	 <p>Run away to different direction. In the flood situation</p>	 <p>Sleep in the class room. In the flood situation</p>
 <p>BLIND In a fire situation</p>	 <p>Got injured and need an urgent treatment. In a fire situation</p>	 <p>Take away “Fire exit” signboard for a fun and Hide First Aid kits. In a fire situation</p>
 <p>BROKEN LEGS In an Earthquake</p>	 <p>You lost your treasure and asking for finding a thief and fighting with others. In an Earthquake</p>	 <p>Tell wrong information; e.g “That is a fake alarm. Don’t listen. Lets stay here”. In an Earthquake</p>
 <p>Mentally Disorder e.g Laughing or Crying or shouting. In a cyclone situation</p>	 <p>In the gathering place, you yell “the disaster’s gone, lets go to the classroom”. In a cyclone situation</p>	 <p>Be stubborn and don’t move! by saying “I will not move. I will stay here in the classroom”. In a cyclone situation</p>

Scenario 5: “Be careful of Road Accident”

Goal

Your Team is responsible to provide an experience of road accident and knowledge about the road safety to participants through a game.

Ideally 4 participants can be a team for this exercise



Preparation

1. Required materials:
 - 10m-long string or chalk/or color tape
 - markers and flipcharts
 - 4 sets of color paper (Red, green).
 - Whistle
 - Road safety promotion IEC materials from NS
2. Draw a big square with a string or chalk in the playground.
3. Draw lines with a chalk or string in the square as like picture 2.
4. Divide reference information among team members
5. Prepare road safety information in a creative way.

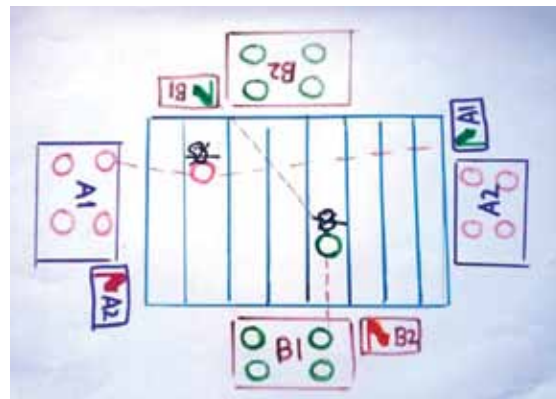
Procedures

Time required: 40 minutes

Step 1: Introduction (5–7 mins)

You introduce individually who you are and your exercise as indicated as below.

1. Explain to participants, this exercise is for them to gain an experience how the road accident happens and how to cope with them.
2. Explain that your team are referees for this exercise.
3. First divide participants into 2 teams in equal number:
 - Team A – Pedestrians
 - Team B – Motors.
 - Inform this is a game between two teams.
4. Ask the team to divide into 2 groups again and position them as like Game Design picture
5. Explain about their goal. The main goal is that all of your group members to cross the road without any accident. The rule is as follows
 - a. All group members can cross the road one by one or several at one time.
 - b. Team A: Pedestrian group can only cross the zebra road by walking.
 - c. Team B: Motors can only cross the zebra road by running.
 - d. When both teams cross the road, if any person from each team are both inside the square, then it is regarded as car accident and those ones are dead and eliminated. Our referee will take them away from the ground by whistling.



Flags: Traffic police
 A1,A2: Pedestrians
 B1,B2: Motor



- e. The more times of crossing the road safely, the winner the team is. The referee will write down number of crossing from each team.
6. Explain when they can cross the road:
 - There is one key traffic police in each group displaying the color paper; Red Color means you cannot cross, Yellow Color means you can prepare for crossing and Green Color means you can cross.
 - The traffic police can be selected from each group staying opposite and his/her responsibility is for all your group members staying opposite to cross the road without any accident and as quick as possible.
 - All pedestrians and motors have to see the traffic police lights and follow the light instructions only. If not, although they can cross out, it is regarded as an accident. If the light also turns into a change in the middle of the crossing, those players are regarded as dead.
7. Ask if they are clearly understood and if yes, Blow the whistle to start.

Step 2: In a game (15-20 mins)

1. Watch the game in four corners and whistle if found any accident and take out those dead players from the square.
2. And restart the whistle of the game.
3. Once finished, Congratulate on the winner team.

Step 3: Debriefing (5 mins)

1. Bring the whole group to the classroom and sit in a semi-circle.
2. Ask following guided question and get answers from them.
 - a. To eliminated players, how do you feel when you are announced as dead by accident?
 - b. What did you learn from this exercise? do you want to learn more about road safety and support others?

Step 4: Recap (10 min)

1. Recap with your Road safety information prepared already (Pedestrian rules, helmet use, car speed).
2. Thank to participants for their participation and End of the exercise.

Scenario 6: “Inclusion of friends against the school bullying”

Goal

Your Team is responsible to provide an experience to participants how friends may be marginalized, excluded or included from a group as a result of their discrimination and prejudice.

Ideally 2 participants can be a team for this exercise.



Preparation

1. Required materials:
 - markers and flipcharts
 - chalk and whiteboard
2. Identify common elements among participants as below example and make them as many as groups
 - Round 1: 4-5 groups of participants according to appearance (e.g., one group of same length or same style of hair, one group of same clothing or T-shirt, one group of similar height, one group of similar shoes type or colour etc).
 - Round 2: 4-5 groups of participants according to interest (e.g same hobby, same favourite colour, similar age)
 - Round 3: 4-5 groups of participants according to favourite animals (rabbit, dog, cat etc)
 - Round 4: 4-5 groups of participants with one theme (e.g study at same school)
3. Prepare below instructions and practice
4. Prepare the key message about the exercise

Procedures

Time required: 20 minutes

Step 1: Introduction (5–7mins)

You introduce individually who you are and your exercise as indicated as below.

1. Explain to participants, this exercise is for them to feel how your friends feel and how to support each other to be included
2. Choose two participants to go out with the other facilitator.

Inside the room,

- ask the rest of the participants to form groups as you planned for Round 1 (e.g., length or style of hair, type of clothing or T-shirt, height, colour of shoes or socks) and let them realize about their common element.
- Instruct them they should not answer any questions from the outsiders and should not reveal their common element.
- If the outsiders decide to belong to any of the groups, they will explain the reason. If the reason is different from their common element, they should not accept the outsiders and push them out by saying “NO”



- But if the outsiders say exact common element of the group, they can welcome them to join the group.
- Once they are clear about the instruction, you can call the outsiders.

Outside the room,

- explain to 'two outsiders' that they go inside and walk around individually, observe and find the common elements among each group members.
- They are not allowed to ask any questions to the group members. Once they found the common elements of the groups, they have to decide which group they would go for. They should have their own reason to join the group.
- Once they choose the group, they can mention " I belong to this group because of same (hair style or T shirts color and so on)"
- If the group doesn't allow them to belong, they can continue to do the process until they belong them.
- Once they are clear about the instruction, you can get them inside.

Step 2: In a game (15 mins)

1. Watch the game for 1 min and if the outsiders are struggling to find, ask each group what are their common element.
2. And let them be in the group and thank them
3. Choose another new 3 volunteers to be the 'outsiders', and invite the remaining participants to form for Round 2.
4. Change the instruction that the 'outsiders' can find out their common group only using body language; The inside participants can accept or not depending on their common interest.
5. For the Round 3, Change the instruction that the outsiders can allow to only ask closed questions –e.g "Are you rabbit? ". The questions that can be only answered by yes or no by the group. If yes they can join the group, but if no, they are rejected.
6. Depending on time available, you may repeat this process a couple of times to enable as many participants as possible to experience how marginalization, exclusion or inclusion may affect people.
7. Once the 'outsiders' have been accepted or rejected into the group(s), end the game and invite all participants to sit together in a semicircle to reflect on this experience. You may use the questions below to guide the group discussion.

Step 3: Debriefing (5 mins)

Ask following guided question and get answers from them

- a. To the excluded, how do you feel when you are rejected?
- b. What did you learn from this exercise?
- c. do you want to include more people in your school activity and support those?

Step 4; Recap (5 min)

1. Recap with key messages prepared already
2. Thank to participants for their participation
3. End of the exercise.



Key Message for this exercise

1. People have common mind-sets, attitudes and behaviours towards the differences of others, when belonging to a particular group. But the mindsets, attitudes and behaviours can change if you are thinking critically, not judging, as well as recognizing and valuing the contribution of every single individual.
2. We need to find out what mechanism of acceptance and rejection of 'outsiders' within a group is existing in our mindset and remove those power related mechanism by building the ability to put ourselves in someone else's shoes, drop biases, and focus on common human elements.
3. We should be better equipped to inspire and influence a positive transformation of mindsets, attitudes and behaviours towards respect for diversity, equality and inclusion in the class and society.

Scenario 7: “Wash your Hands”

Goal

Your Team is responsible to provide a hygiene knowledge to participants by a role play of unhygienic behaviors of the school community.

Ideally 4-6 participants can be a team for this role play.



Preparation

1. Required materials:
 - markers and flipcharts
 - Chalk and whiteboard
 - Water basin, soap, bucket of water
 - Tissue, Towel
2. Identify common WASH problems at the school (Refer to the Reference Information) and find out root causes why these problems are arising.
3. Prepare a 5-7 mins Drama role play to describe the problems, root causes and solutions for the school hygiene. Practice a role play.
4. Prepare the key message in the flipchart (extract from the reference information).

Procedures

Time required: 40 minutes

Step 1; Introduction (2 mins)

You introduce individually who you are and your exercise as indicated as below.

1. Explain to participants, they are the school hygiene club and will do a role play how they behave at schools in an unhygienic way and how they can change in a most effective way.
2. Start a Role Play.

Step 2; In a role play and Debriefing (15 mins)

1. Address key problems of the school by reflecting their unhygienic behaviors and observe the audience' feeling
2. After a role play, ask the participants how they feel about their behaviors and What did they learn from the role play.
3. Summarize their feelings and lessons learnt in the Flipchart
4. Recap with key messages prepared already.
5. Explain today all participants will learn how to wash hands in a standard way.

Step 3; Hand washing (18 mins)

1. Demonstrate how to wash hands according to step by step guide.
2. Invite ONE BY ONE to demonstrate the steps of washing hands.

Step 4; Recap (5 min)

1. Thank to participants for their participation
2. End of the exercise.



Reference information

A. Problem Identification

1. School

- Are the school yard, compound and classroom clean?
- Are the garbage collection areas clean?

2. Water

- Is there a functioning water point within the school area? Or within 150 steps of the school? Is it functioning during the entire school year?
- When the school water point is not functioning how do children drink water?
- What is the quality of drinking water at the water point? Is there safe water storage?
- How will children know if the water quality is good or not?
- Are ladles or cups with handles used to take drinking water?
- How does the school ensure that the water container is clean?
- Who is responsible for cleaning the container and maintaining the facilities?

3. Toilets, urinals

- Are there toilets within the school compound?
- How many girls use one toilet? How many boys use one toilet or urinal?
- Are the toilets and urinals clean?
- Are they well lighted and ventilated?
- Are there puddles of water around the toilet pan or just outside?
- Are the toilets and urinals smelly?
- Is there a jug for lifting water to flush and wash hands?
- Is there water for cleansing inside or beside the toilets?
- Is there soap, clean mud or ash?
- Do teachers have separate toilets?
- Are toilets being used?
- Do children wash their hands correctly after using the toilet?
- Do children help clean the school, including the toilets?
- Do children take turns (rotate) in cleaning the toilets?

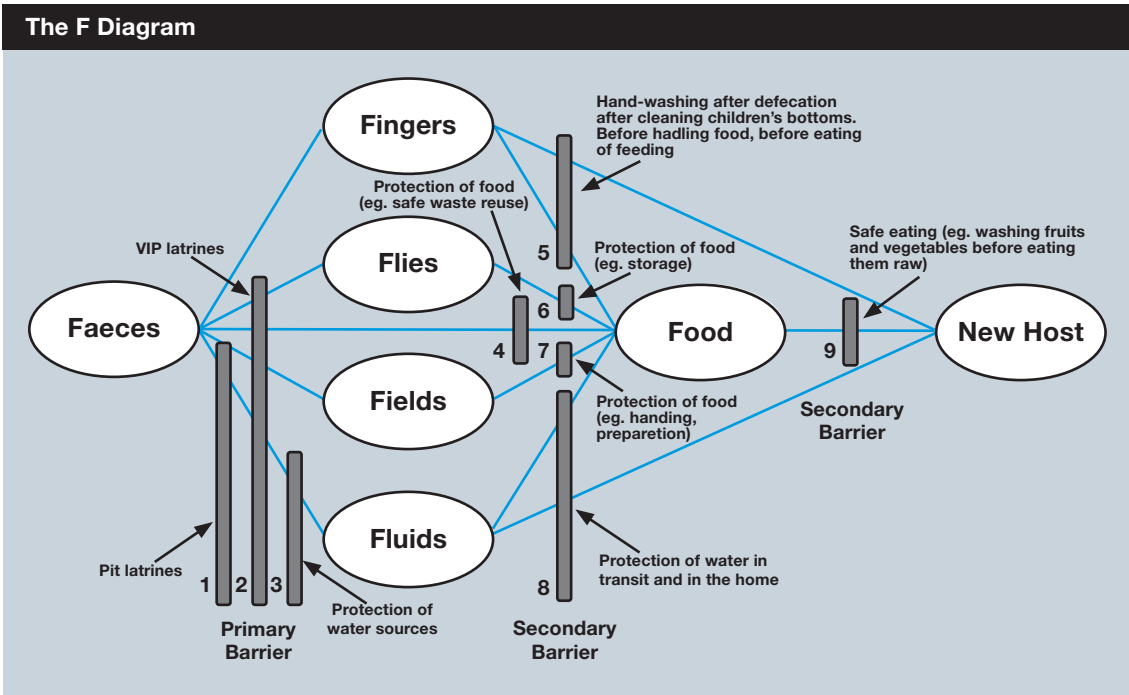
4. Teachers

- Have teachers taught students anything about hygiene?
- Are there any teaching materials, books or learning materials in schools about Water And Sanitation/Hygiene (WASH)?
- Can the Teachers and Students explain correctly what hygiene means to him or her?
- Can the Teachers and Students explain correctly what sanitation means to him or her?

5. Community

- Are parents, the Parent-Teacher Association (PTA) or other community groups involved in the school? In supporting the school?
- Is the PTA active? Do they keep minutes? Have they met in the last few months?
- Do the parents know about WASH facilities provided by the school?
- Do the parents provide a financial contribution towards the WASH facilities at the school?

B. Transmission Route



Different transmission routes whereby pathogens can get from the faeces of an infected person through fluids, (mainly drinking water), fields (soil), fingers and food.

Nine barriers/facilities associated with hygiene practices:

1. and 2. Pit latrines and Ventilated Improved Pit (VIP) latrines
3. Protection of water sources
4. Protection of food, safe waste reuse
5. Handwashing at critical times
6. Protection of food, storage
7. Protection of food handling and preparation
8. Protection of water in transit and in the home
9. Safe eating, washing raw foods before eating them

C. Key Message for participants

1. There are seven key hygiene practices validated from the UNICEF.
2. These practices can prevent any vector borne or epidemic diseases such as ZIKA.



7 Key Behaviours	Knowledge	Attitude	Skills
Safe use of toilets and urinals	Exposed excreta is the biggest cause of spreading diseases and makes people sick. Behaviours that can lead to worm infections.	The safe use of toilets and urinals including the safe disposal of faeces and hygienic anal cleansing followed by washing hands with soap.	The safe use of toilets and urinals including the safe disposal of faeces and hygienic anal cleansing followed by washing hands with soap. Maintenance and operation of school toilets and urinals.
Personal hygiene	Links between personal hygiene and diseases.	Appropriate personal hygiene: washing hands with soap (see separate point below), wearing shoes or slippers, cutting nails, brushing teeth, combing hair, regular washing of body and hair	Appropriate personal hygiene: washing hands with soap (see separate point below), wearing shoes or slippers, cutting nails, brushing teeth, combing hair, regular washing of body and hair.
Promotion of hand washing with soap	Links between Hand washing with soap and drastic reduction of diarrhoeal diseases.	Hand washing with soap after toilet use, before/ after eating, before preparing food and after cleaning babies.	Hand washing with soap after toilet use, before/ after eating, before preparing food and after cleaning babies.
Female and male hygiene	Menstrual blood is not dirty or unhygienic and unclean. It is simply blood and tissue from the lining of the uterus. The odour during menstruation is caused by bad hygiene of the genitals. Recognising and treatment of the symptoms of bladder and kidney infections.	Wash the genitals daily with mild soap and water (men and women) particularly during menstruation and using sterile pads as well as cleaning of genitals, wiping from front to back after defecation.	Wash the genitals daily with mild soap and water (men and women) particularly during menstruation and using sterile pads as well as cleaning of genitals, wiping from front to back after defecation
Waste management and water drainage	Health risks of non-collection of solid waste. Health risks of standing water.	Collection and treatment of solid waste. Avoiding standing water.	Collection and treatment of solid waste. Avoiding standing water.
Water treatment, handling and storage	Where possible collect water from a safe source and collect and store water safely. If the source is not safe always treat the water through boiling, filtering, solar or chemical disinfection.	If the source is not safe always treat the water through boiling, filtering, solar or chemical disinfection.	If the source is not safe always treat the water through boiling, filtering, solar or chemical disinfection.
Food hygiene	Links between food hygiene and diseases. Recognising common signs of spoiled food. Appropriate food storage.	Treatment of raw fruits and vegetables; raw meat, poultry or fish. Storage of food.	Recognising common signs of spoiled food. Appropriate food storage



d. Hand washing Steps



STEP 1
Rub palms together



STEP 2
Rub the back of both hands.



STEP 3
Interlace fingers and rub hands together.



STEP 4
Interlock fingers and rub the back of fingers of both hands



STEP 5
Rub thumb in a rotating manner followed by the area between index finger and thumb for both hands.



STEP 6
Rub fingertips on palm for both hands.



STEP 7
Rub both wrists in a rotating manner. Rinse and dry thoroughly.

The Fundamental Principles of the International Red Cross and Red Crescent Movement

Humanity The International Red Cross and Red Crescent Movement, born of a desire to bring assistance without discrimination to the wounded on the battlefield, endeavours, in its international and national capacity, to prevent and alleviate human suffering wherever it may be found. Its purpose is to protect life and health and to ensure respect for the human being. It promotes mutual understanding, friendship, cooperation and lasting peace amongst all peoples.

Impartiality It makes no discrimination as to nationality, race, religious beliefs, class or political opinions. It endeavours to relieve the suffering of individuals, being guided solely by their needs, and to give priority to the most urgent cases of distress.

Neutrality In order to enjoy the confidence of all, the Movement may not take sides in hostilities or engage at any time in controversies of a political, racial, religious or ideological nature.

Independence The Movement is independent. The National Societies, while auxiliaries in the humanitarian services of their governments and subject to the laws of their respective countries, must always maintain their autonomy so that they may be able at all times to act in accordance with the principles of the Movement.

Voluntary service It is a voluntary relief movement not prompted in any manner by desire for gain.

Unity There can be only one Red Cross or Red Crescent Society in any one country. It must be open to all. It must carry on its humanitarian work throughout its territory.

Universality The International Red Cross and Red Crescent Movement, in which all societies have equal status and share equal responsibilities and duties in helping each other, is worldwide.

Please contact:
**Youth and Volunteering,
National Society Development Unit**

**International Federation of
Red Cross and Red Crescent Societies**
Country Cluster Support Team
based in Bangkok, Thailand
Tel:+ 66-2-661-8201
Fax: +66-2-661-9322
Website: www.ifrc.org