

HANDBOOK

The handbook is developed as part of the realization of NHD Play Project financed by Erasmus + Programme of the European Union and is realized in partnership between:

- *Center for Educational Initiatives Association, BG*
- *Fondazione Hallgarten-Franchetti Centro Studi Villa Montesca, IT*
- *University of Crete, GR*
- *PAU Costa Foundation, ES*
- *Society and Safety Foundation, BG*

All information in the Handbook is delivered by the project partners and the sole responsibility of this publication and its content is on the project partners. The Erasmus + Programme is not responsible for any use that may be made of the information contained therein.

INTRODUCTION

This handbook is the final product of the project NHD Play and has two parts:

- 1) Descriptions of the existing at the moment legislation and training programs for teachers, students, parents, school principals etc. at national level and the recommendations of each project partner what more can be done and how the quality of the preparation of the school's staff can be increased. These analyses and recommendations can be understood and used as instructions to ensure the safety and security of the students.
- 2) Curriculums which contain different ways and approaches for organizing classes for cultural activities during natural or human- instigated disasters. It includes developed during the preparation of the online educational course materials, but as well already developed and implemented at national level in each project partner's country trainings for students, teachers, parents etc. The curriculums describes the addressed topics and educational process.



CONTENT

FIRST PART: LEGISLATION, PROCEDURES AND PROTOCOLS ENSURING SAFETY AND SECURITY OF CHILDREN AT SCHOOLS..... 4

SECOND PART: CURRICULUMS.....35

DISASTERS, ACCIDENTS AND CRISIS RESPONSE.....35

ALL WE NEED TO KNOW ABOUT FIRE.....39

WHAT THE EARTQUAKE IS?.....49

FIRST MEDICAL AID.....51

TRAFFIC RULES AND CAR ACCIDENTS.....54



FIRST PART: LEGISLATION, PROCEDURES AND PROTOCOLS ENSURING SAFETY AND SECURITY OF CHILDREN AT SCHOOLS

1. OBLIGATORY SAFETY AND SECURITY MEASURES TAKEN BY THE SCHOOL MANAGEMENT

BULGARIA

In Bulgaria, the Law for protection against disasters, regulates trainings in the system of preschool and school education and trainings for protection against disasters and for first aid are conducted. These trainings are organized and planned in accordance with the State educational standards and through expanding and supplementing content which is integrated and is integrated as part from the class curriculum. The Minister of Education and Science, in coordination with the Minister of Interior, approves requirements for training for protection against disasters in the system of preschool and school education.

The Spatial Planning Act regulates the obligation of public buildings, incl. schools to draw up a **disaster protection plan**, which contains:

1. The risks for the building according to the municipal plan for protection in case of disasters;
2. The measures for protection of the people in the building;
3. The division of obligations and the persons for implementation of the envisaged measures;
4. The resources necessary for implementation of the envisaged measures;
5. The time persons under item 3 to become ready to react;
6. The process of interaction with other parts of the unified rescue system.

SCHOOL PRINCIPALS ARE OBLIGED TO:

1. Approve and update, in case of any changes in the circumstances, the plan for protection in case of disasters;
2. Organize conducting of trainings for implementation of the plan at least once a year;
3. Conduct training of the teachers and the staff for protection in case of disasters.



ITALY

The main legal reference is the Consolidated Text for Occupational Safety, known as TUSL, or Legislative Decree 81/2008. It is a body of legislation that has incorporated, standardized and expanded all the previous regulations promulgated on the subject and with its 306 articles and well over 50 annexes, for years now it has provided indications, principles and control and management measures for safety, identifiable with the concepts of:

- assessment of health and safety risks;
- elimination or reduction of risks;
- replacement of risks at source;
- limited use of chemical, physical and biological agents in the workplace;
- periodic health checks of workers;
- worker safety information and training;
- information and training for all corporate security representatives;
- participation and consultation of safety representatives;
- planning and implementation of suitable security measures;
- supervision of these security measures;
- for the application of these principles, the legislation has established safety figures or participants.

SUBJECTS PARTICIPANTS OF SAFETY AND SECURITY AT SCHOOL - ACTORS

According to Legislative Decree 81/08, **students** are considered equivalent to the definition of *worker* within the school, and for safety purposes they must:

- take part regularly in evacuation tests;
- be informed about emergency management and use of the facility;
- receive specific training on the risks found in any laboratory activities;
- receive specific training on the risks encountered during the school-work alternation;
- Obviously, members of the ATA staff (Administrative, Technical and Auxiliary) and teachers are also considered workers, even if they can also cover other roles for safety.

The figure comparable with the Employer is undoubtedly the **School Manager**, who has the obligation to:

- carry out risk assessment and write the appropriate DVR (Risk Assessment Document);
- appoint security officers;

With regard to **teachers**, for safety purposes they are comparable to the person in charge as they must:

- oversee the effective implementation of workplace safety regulations;
- inform and train on these rules and report any anomalies;

The role of RSPP or Head of the Prevention and Protection Service can be covered:

- by the Dean in first person (in a similar way to the RSPP employer);
- by a member of the school staff designated by the principal;
- by an external element that meets the necessary requirements;



As for the Workers' Representative for Safety or RLS to appoint it will be:

- the RSU or Unitary Union Representation;
- the RSA or Company Trade Union Representation;

The RSL will have the task of warning the School Manager about the risks identified within the school.

Finally we come to the emergency workers who are to be identified among teachers and ATA staff and must deal with first aid and the fire service. This appointment cannot be refused except for serious problems of the appointed subject.

EVACUATION PLAN: The evacuation plan is an operational tool that schools must use to plan all the operations and maneuvers to be performed in the event of an emergency. The guidelines and minimum contents of the plan are included in the Decree of the Ministry of the Interior of 26 August 1992 entitled "Fire prevention standards for school buildings". Its purpose is to allow the exodus of all the "school population" from the building to a pre-established collection point, preserving everyone's safety based mainly on:

- programming of the behavioral procedures to be followed to carry out a safe and orderly exodus;
- the paths to follow;
- the assignments and duties of each subject;
- the assembly point;

The exact application of the dispositions and the roles foreseen will allow the whole school population to reach the pre-established assembly point, where the necessary attendance control and care operations will be carried out for any injured and search for missing persons will be started. In order to facilitate the exodus to the safe point it becomes fundamental to carry out simulations to train students and teachers to manage dangerous and emergency situations.

GREECE

In every school unit, every year:

- an Emergency Plan is issued.
- Earthquake preparedness exercises or other emergencies are organized.
- The staff, students, parents and guardians as well as the competent bodies that are called to assist in the implementation of the Plan are informed.

The Director of the School is responsible for drafting this Plan and coordinating the actions for its implementation, who will then submit a relevant certificate of drafting to the relevant Directorate of Primary / Secondary Education. The Director is automatically appointed as the Chief of Staff with the Deputy Director where there is another staff member of the educational unit.

The Association of Teachers is responsible for the control of the implementation of the Plan and mainly for the part of the actions that belong to it before, during and after each event or readiness exercise.

The Association of Teachers participates in the test applications of the Plan and makes relevant proposals for its updating and improvement.

The Association of Teachers approves, upon the proposal of the Director, the composition of the **working groups** described in the next paragraph and which will

take care of the risk management actions in the School.

TEACHERS AND OTHER SCHOOL STAFF:

- are informed about the Plan and study it so that they know their duties.
- train and educate students about the actions provided for the implementation of the Emergency Plan, participating in the planned preparedness exercises.
- take care to improve the Plan by making relevant proposals.

WORKING GROUPS

1. General Manager for Emergency Management Actions.
2. Drafting Team of the Plan
3. First Aid Team
4. Fire Safety Team
5. Student Safety-Control Team in dangerous places
6. Network Control-Damage Rehabilitation Team
7. Search team of persons who have not been presented at the shelter
8. School Archive Team
9. Communication Officers with the competent bodies
10. Disability Support Group. More specifically this group's responsibilities before the event are:
 - Informing all staff about the daily school schedule and the needs of the Disabled person.
 - Discussion with the Individual about the protection measures to be taken in the event of a catastrophic earthquake.
 - Planning the support process during the evacuation and informing the Director of any actions that need to be taken for the safe evacuation of the building.
 - Informing the staff about the actions provided for in the School Emergency Plan and concerning the disabled. All school staff should know:
 - in which room is the person with a disability,
 - the needs of the person with a disability
 - the evacuation process to be followed.

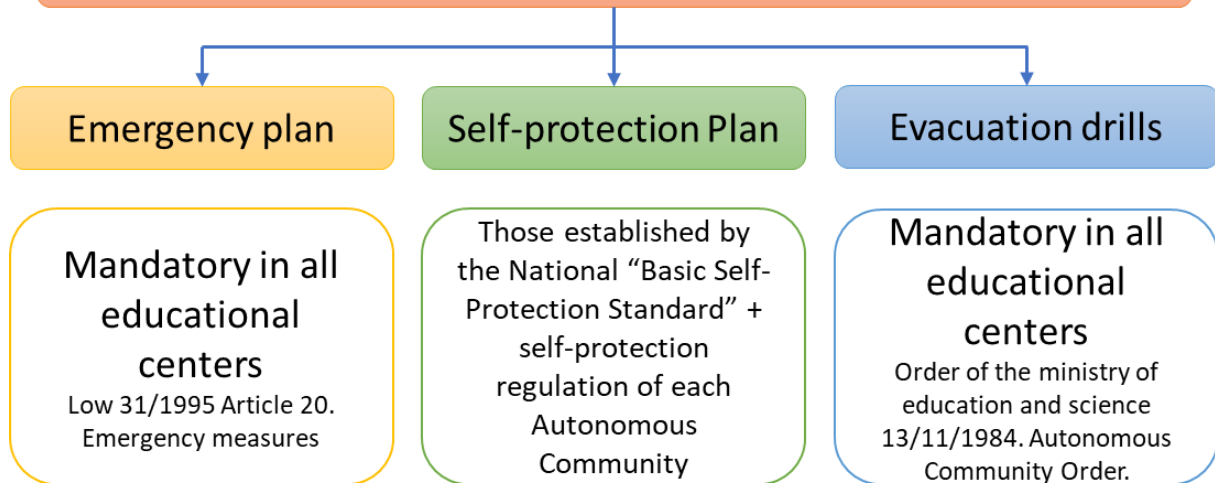
After the event

Support for the Disabled during the evacuation and during his stay in the place of refuge.

SPAIN



In terms of corporate self-protection, schools must perform:



OBLIGATIONS IN THE MATTER OF CORPORATE SELF-PROTECTION.

The educational centers must make an Emergency Plan, mandatory in all centers:

- Law 31/1995 on Occupational Risk Prevention.
- Article 20. Emergency measures

THE EMPLOYER MUST:

- Analyse possible emergency situations
- Take first aid, firefighting and evacuation measures
- Appoint the personnel responsible for implementing these measures
- Check operation periodically
- Organize the necessary relations with the External Services.

SELF-PROTECTION PLAN. MANDATORY IN SOME CENTERS:

Activities without specific sectoral regulations

The following teaching activities will have a Self-Protection Plan:

- Educational use establishments specially destined to physically or mentally disabled people or other people who do not can evacuate on their own.

Any other establishment for teaching use provided that have an evacuation height equal to or greater than 28 m, or an occupation equal to or greater than 2,000 people.

2. OBLIGATORY MEASURES WHICH HAVE TO BE TAKEN FROM THE SCHOOLS FOR PREVENTION, REACTION AND RESPONSE IF NATURAL (FIRE, FLOOD, EARTHQUAKES) OR HUMAN-INSTIGATED DISASTERS HAPPENED

BULGARIA

All measures for prevention, response and reaction to crises are regulated in the legislation mentioned above and must correspond to the planned measures in the National Strategy for Disaster Risk Reduction for the period 2018-2030. In the Priority Area for Action - point 1: Understanding the risk of disasters in point 1.6. is planned and envisaged measure for promoting of knowledge in the system of pre-school and school education system for the risk of disasters, including prevention, preparedness, response and recovery.

Each school prepares and approves a Plan for protection of students and teachers from disasters, accidents and catastrophes. The Plan includes:

1. Description of the location of the school, incl. relief and population in the area;
2. Construction characteristics of the school, incl. level of the risk from fire and existence of hiding places and shelters;
3. Number of employees and students, regime of work;
4. Analysis of possible disasters and accidents at the territory of the school that may occur, incl. industrial accidents and the level of damages which can be caused;
5. Conclusions from the analysis of the situation and main tasks arising from it for dealing with the risks;
6. On the basis of the analysis, different structures and groups for actions in case of disasters and accidents are established, which most often are:

a. Commission for Disaster and Accident Protection - the structure and members are determined by an order of the Principal of the school; Its tasks are to organize the protection of the students and school staff in case of disasters and accidents, to plan preventive measures and organize their implementation, to keep the students and the staff ready for actions in case of disasters, accidents and catastrophes.

b. Monitoring and publicity group, which tasks is to organize continuous monitoring in case of danger of disasters, accidents and catastrophes in the area of the school, to go around the school area immediately after a disaster, accident or catastrophe and to provide the first information about victims and the condition of the building, to assist to the chairman of the Commission for Disaster and Accident Protection in clarifying the overall situation after a disaster, accident or catastrophe, to inform immediately if there are any changes in the situation.

c. Sanitary post - composed of pre-trained staff to provide first aid. The tasks are to participate in the implementation of all sanitary and anti-epidemiological measures in the school and to assist in a real situation to the sent medical teams in their efforts to save victims' lives.

d. Group for receiving and distributing individual equipment for protection, with the following obligations - to store and service the available personal protective equipment, according to the given instructions; in case of shortage to make an application to the municipality to provide the necessary quantities; to keep an accurate record of the available and appropriate personal protective equipment; to create the necessary organization for the quick receipt and distribution of personal protective equipment; to prepare lists with the quantities of the necessary personal protective equipment, which should be updated at the beginning of the school year; to provide handy protective equipment / cotton-gauze bandages, towels /if there is a lack of personal protective equipment in the municipality.

e. Group for maintenance and operation of the collective protection equipment/ sealing of premises/, whose tasks are to determine suitable premises for sealing in the building; to organize, if necessary, the quick closing of the doors, windows and vents in the building; to distribute the pre-provided equipment for sealing the

premises; to organize, if necessary, the rapid sealing of the pre-determined premises; to monitor the order and discipline in the sealed premises when they are used as intended.

f. Fire protection group, whose tasks and activities are coordinated with the local department for Fire safety and civic protection.

The Plan for protection of students and teachers from disasters, accidents and catastrophes includes the procedures for announcing and preparing the Commission for Disaster and Accident Protection, the groups and the management of disaster and accident actions, as well as the procedure for implementing the plan and informing the personnel and the important telephone numbers that need to be known in case of disasters, accidents and catastrophes.

All plans include specific procedures and protocols for actions in case of flood, fire, earthquake and nuclear accident. All protocols include the time to start the evacuation after the occurrence of the disasters or accidents, the place where they have to be evacuated, the manner of reporting the disaster between teachers and students and the division of responsibilities.

EACH SCHOOL IS OBLIGED TO HAVE:

Fire extinguishers - each floor must have a powder fire extinguisher, a water fire extinguisher and a carbon dioxide fire extinguisher. If the corridors are longer than 60 m, there must be one of each type at 60 m.

Classrooms and laboratories in which flammable and combustible liquids are used have to be equipped with one 6 kg powder fire extinguisher and with heavy-duty fire blanket for each cabinet.

Libraries and reading rooms must have one water fire extinguisher and one with carbon dioxide at every 150 square meters.

Workshops in schools, as well as gyms must have one powder and water fire extinguisher, and in those that work with textiles and paper and a fire extinguisher with carbon dioxide. There must be one carbon dioxide fire extinguisher in every 100 square meters in the archives.

According to the requirements, fire extinguishers should be placed in visible and easily accessible places, and the main recommendation is to be placed near the evacuation exits and all of them should be in one place.

After one year from the purchase of the fire extinguishers they have to be certified /etc. service or recharging / for at least another year. This is done by a company that has a license for this activity from Fire and Civic Protections Directorate in the Ministry of Interior. Also, if there are more than 5 fire extinguishers in the building, a monthly diary should be kept for them. Fire extinguishers must be placed on special stands /base/ with a distance of at least 3 cm from the floor.

Once a year, school staff has to be instructed in fire safety. It can be physically on-site at school or online. It is also advisable to do a training evacuation.

In case the school has internal fire hydrants, they should be inspected once a year, which is done by a company licensed by Fire and Civic Protections Directorate in the Ministry of Interior for the activity. The company is preparing a protocol for servicing of the fire hydrants.

If a fire alarm system is also installed in the school, a licensed company should perform periodic inspections and tests (usually every three months) and issue protocols, as well to record the inspections in the installation's passport.

Evacuation schemes are required and obliged for schools, regardless of their capacity.

Evacuation schemes are placed up to 3 m. from the floor exits, up to 7 m. from the entrances of the building at every 15 - 20 m. on the evacuation routes and on the inside of the door of each room.



Each school must have emergency lighting installed. Evacuation lighting should be properly maintained and checked at least once a year, which have to be documented in a protocol. Evacuation routes should be marked with signs. The doors on the evacuation routes and the exits should be unlocked when there are people in the building.

Most of the schools have video surveillance systems, and some of them have fire alarm systems. Most of the school surveillance systems in the capital, for example, are monitored both by the duty officers in the private security companies that have signed a contract with the school and in the municipal Operational Duty Center and Video Surveillance. Thus, in case of a fire or unauthorized intrusion, an alarm system is activated, which notifies the private security company and municipal employees (including municipal police). They are able immediately to send to the scene of the accident firefighters, police, ambulance or rescuers.

Last but not least, the physical access is controlled and secured in schools. Depending on the preferences of the respective school, the physical security can be in daily or round-the-clock mode. Security guards have to control access, monitor the building and the perimeter around it, including through video surveillance systems. In the event of an emergency, the security guard is often the first person who notices that something is happening. In this case, he has to activate the school's warning system and assist in the evacuation. The role of the security guard and his judgment is very important - in case of fire he/she have to open all the doors in a timely manner, including the emergency exits. Conversely, in the event of a flood and when the evacuation is not ordered by the competent services, the physical security together with the school staff should prevent children from leaving the building and arrange for them to be directed to the upper floors of the building.

ITALY

The evacuation tests can be of 2 types - they will take place and will be reported in different ways. First, in each class specific students who will be attributed the roles of emergency "management" will be identified, in particular:

- 2 students will open the line in order to open the doors and guide the classmates towards the gathering area
- 2 students will close the line in order to assist any classmate in difficulty and close the classroom door after checking that everyone is out;
- 2 students will have the task of helping their disabled classmates during the evacuation;

In case of an emergency all students must:

- stop any activity without collecting backpacks or personal items;
- apply the indications received and prepare for evacuation;
- stand in line and connected in the evacuation;
- follow the teacher's instructions while keeping calm, even in case of route deviations;

The **earthquake** evacuation tests are normally signaled with 3 short and intermittent sounds with the bell, which will signal the pupils to seek shelter under the benches, in the doorways or under the load-bearing walls for a period of 30 seconds, after which a Continuous sound will indicate to leave the building immediately.

1. If you are in a closed place:

- Keep calm

- Do not run outside
- Stay in class and get shelter under the bench, below the lintel of the door or near the bearing walls
- Stay away from the windows, glass doors, ecc. Because they could fall down and hurt you
- If you find yourself in the corridor, at the toilette or in the stairs go back to your classroom
- After the earthquake, on the order of evacuation, leave the building without using the elevator e join your classmates in the assembly point assigned where the teacher, with the class register, will do the roll call.

2. If you are outdoors:

- Stay away from the building, trees, street lamps and power supplies as you could get hurt
- Look for a place where nothing is above you, if you can't find it, look for shelter under something safe like a bench
- Do not approach the animals because they could be afraid and react violently

The **fire** evacuation tests instead will be signaled by a single continuous sound which will indicate to leave the building immediately.

RULES OF CONDUCT IN THE EVENT OF A FIRE

- keep calm
- exit right away from the room by closing the door
- take some clothing to protect you from the cold/rain
- leave your things behind (books and other things)
- notify non-teaching staff immediately about what's happening for a first intervention in order to notify the fire brigade
- once out of the room, reach the assigned assembly point together with yours classmates, holding you by the hand and following the escape routes
- the teacher, with the class register, will make roll call

The aforementioned ministerial decree establishes that evacuation tests must be carried out at least 2 times a year. Further, a note from the firefighters of 18 April 2018 establishes that at least 2 additional fire drills must be performed.

GREECE

MEASURES ON:

Earthquakes

Before

The Director of the school is responsible for preparing the School Earthquake Design. Following is the approval of the Planning by the teachers' association.

The definition of responsibilities in the educational and administrative staff is done according to the level of education of the school and its needs, the number of students, the teaching and administrative staff, etc., and is based on the following principles:

- The roles and responsibilities of the staff must be determined both for the pre-earthquake and for the immediate post-earthquake period.
- Primary and secondary school teachers have the protection of themselves and their students at the time of the earthquake and then safely evacuate the building after the earthquake and gather students at the shelter with

process defined in the School Plan.

During

Teacher and Administration Actions

- They keep cool.
- They ask their students to cover themselves under their desks, holding the leg of the desk with their hands, giving the instruction: "Children, cover yourself - Earthquake". They are protected in the same way under the desk.
- They are properly protected depending on the location at the time of the earthquake, according to the instruction: "I live in the place where I am, I bend, I cover, I hold". If they are not in a classroom during the vibration and there is no solid, wooden table or desk to cover the space they are in, they kneel in the middle of the space as far away from dangers as possible and cover their head and neck with their hands.
- They remain protected for as long as the earthquake lasts.

Student Actions

- They are covered immediately under their desks by holding the leg of the desk with their hand, if at the time of the earthquake they are in the classrooms.
- They are properly protected depending on the location at the time of the earthquake (eg corridor, toilet), according to the instruction: "I live in the place where I am, I bend, I cover, I hold." If there is no solid, wooden table or desk in the area where they are located to be covered, they kneel in the middle of the space as far away from dangers as possible and cover their head and neck with their hands.
- They remain protected for as long as the earthquake lasts.
- They remain in the courtyard, away from the facades of the building, if they are in the courtyard during the seismic vibration.

After

Actions Director / Deputy Directors

- They maintain their composure and care for the morale of students and staff.
- They oversee the implementation of School Planning, ie the safe evacuation of classrooms and other areas of the building and the gathering of students in the school yard.

Fires

(A. Solid fuel materials B. Liquid fuel materials or solids liquefied during the combustion of C C. Gaseous fuels (eg methane, propane, hydrogen, acetylene, etc.) D. Metals (eg sodium, potassium, magnesium, titanium, etc.) E. Electric fires).

Transportation of stored flammable or explosive materials in a timely manner, but also those that are not for immediate use, in places away from staff or in other places with solid and non-flammable roofs that provide security.

Provision of a system of permanent storm water installations (water, foam, powder or inert gases, etc.) in warehouses of flammable materials and in tanks of liquid fuels etc. as the case may be.

Taking care to avoid mixing the various materials and in particular chemicals, and also their disposal and proper placement of those whom there is a risk of ignition.

Ensuring the existence of passages between the stored materials, to facilitate the operation in case of fire, to interrupt the electricity during the hours when the Foundation is not operating, (except for the safety lights) and to maintain the

electrical installations in order to avoid short circuit.

Taking care of the existence of a lightning rod, which is inspected regularly. All businesses that are in serious danger from lightning must be equipped with lightning rods.

Posting signs in visible places, indicating instructions for the prevention of fires and other accidents (trapping, poisoning, etc.), ways of action of personnel in case of fire, but also any other measure that will help prevent fire and reduce the risk of it.

Supervising that a regular inspection is carried out by a competent body, in the electrical and other facilities of the Foundation and in general in all the places where there is a risk of fire.

Taking care of the installation of an automatic fire detection system (flame, heat, smoke and gas detectors), where it is necessary.

Floods (before, during and after)

Preparation:

In case you are informed about the occurrence of heavy rainfall in your area:

Make sure that the wells outside the school are not blocked and the gutters are working properly.

Limit your travel and avoid working and staying in basements

During the flood:

If you are inside the building-Leave underground spaces and move to a safe high point.

If you are outdoors- Stay away from power cords. Do not approach areas where landslides have occurred.

After the flood:

If you are outdoors - Stay away from areas that have been flooded or are at risk of flooding again in the coming hours

The flood may have changed the characteristics of familiar areas and the waters may have swept away parts of the road, sidewalks, etc.

There is a risk of broken roads, areas with dangerous slopes, mud, etc.

The water may be contaminated if they have carried rubbish, objects and dead animals with them.

Be careful not to obstruct the rescue crews. -Do not approach areas where landslides and rock falls have occurred.

Avoid stagnant water. They may be good conductors of electricity as they hide underground cables or leaks from installations.

Follow the instructions of the competent authorities faithfully.

Remember that flood risks do not subside immediately after the waters recede.

Confirm with the authorities that the area where your school unit or workplace is located is now safe and then return to it especially if there has been a previous evacuation.

Close the power supply, even if the power is off in your area.

Close the water supply, in case of damage to the water supply network.

Bad weather conditions (strong winds, storms, snow, very cold temperatures, very high temperatures,

Stormy winds

Before and during stormy winds:

Secure objects that may be blown away by the wind cause damage or injuries

Attach the billboards you may have posted.

Make sure the doors and windows of the school complex are closed.
 Avoid passing under large trees, under suspended signs and generally from areas where light objects (eg pots, broken windows, etc.) can detach and fall to the ground (eg under balconies).

Storm

During the storm:

If you are in the school complex:

Secure objects that may be swept away by the wind or the rapid rainfall and may cause damage or injury.

Make sure doors and windows are closed.

Do not hold electrical appliances or the phone because lightning can pass through the cables. Disconnect the TVs from the antenna and the power supply.

Avoid touching the plumbing pipes (toilets, taps) as they are good conductors of electricity.

If you are outdoors

Avoid the school building or otherwise sit immediately on the ground without lying down.

Never resort to a tall tree outdoors.

Avoid low soils for flood risk.

Do not approach metal objects (eg cars, bicycles, camping equipment, etc.)

Snowfall

Preparation:

Take care of snow removal equipment (eg shovels).

During the snowfall:

If you are in the school complex:

Keep it warm and stay in it as long as you can. -Do not let children go out unaccompanied. -Wear appropriate clothes and shoes. If you are outdoors

Go to a safe place without being exposed to the blizzard.

Wear many layers of light and warm clothes instead of a heavy garment and wear warm waterproof boots. Prefer a waterproof outerwear.

Observe your movements in areas where snowfall is forecast.

Droughts

Avoid exposure and stay outdoors and stay in shady and cool places away from crowded areas.

Avoid walking for a long time or running in the sun.

Prefer light, comfortable and light-colored clothes made of natural material to facilitate the ventilation of the body and the evaporation of sweat.

Make sure your diet consists of light and small meals, with an emphasis on fruits and vegetables. Limit fat.

Drink plenty of fluids (water and fruit juices).

Landslides

Actions before the landslide

Landslides usually occur in areas that have occurred in the past. Request information about landslides in your area, and possibly request a detailed expert opinion of the school complex area. What to do if you suspect that there is an immediate risk of landslides.

- Contact the local authorities, Fire Department, Police or Technical Works Directorate. Local agencies are best suited to assess a potential risk.
- If you are in areas dangerous for landslides and mud, find out about possible escape routes.
- Inform the media and the internet about warnings related to intense or prolonged rainfall. After periods of prolonged rainfall, the risk of landslides increases.

Actions during landslides

- Get away as quickly as possible from the landslide event area.
- If you stay in the school complex, move to higher floors.
- If it is impossible to move away, sit on the floor in a fetal position and protect your head.
- Be ready to move fast. Prioritize the safety of yourself and not your existing ones.

Actions after the landslide

- Stay away from the landslide area. There may be a risk event of a new landslide.
- Follow the local radio or television stations for their latest information on dealing with emergencies arising from the landslide.
- Check for injured and trapped people around the scene of the landslide, without entering it. The rescue teams are headed to the positions of the trapped.
- Check for damage to shared networks.
- Check for damage the critical points for the statics of the School complex.

Technological accidents

If the school or school complex is located in an area where there are technological hazards, the options are twofold: either to stay / resort indoors or to evacuate the area. The competent authorities will decide on the best solution. That's why it's important:

Follow the instructions given by the competent authorities.

Study, familiarize yourself with and apply the following general guidelines until you are given the specific instructions during an accident.

Preparation:

Gather in the same place or make sure they are easy to assemble in a short time:

Adhesive insulating tape (paper tape).

Scissors.

Plastic sheets (cut to the appropriate dimensions) and plastic bags garbage.

Towels and cloths.

Radio with batteries (batteries should not be in the radio but are next to each other, otherwise check them often).

Battery lens (batteries should not be in the lens but located next door, otherwise check them often).

Additional new batteries.

Bottled water in small quantities.

Packaged food in small quantities.

Soap.

First aid suitcase.

During the accident

Stay or take shelter indoors. The goal is to protect your health from dangerous

chemicals that may enter the school, from possible explosions (primary and secondary fragments) and from thermal radiation.

Ensure tightly with paper tape and plastic sheets all heating systems and the inputs and outputs of ventilation systems, doors and windows.

Do not use LPG bottles.

Do not approach windows for any reason.

Do not use the phone unnecessarily (mobile or landline).

If despite all your actions, dangerous gases enter the building, fold a towel or cloth several times, cover your mouth and nose and take light breaths.

Chemical, Biological, Radioactive, Nuclear accidents

Preparation:

The treatment of an CBRN case depends on many factors (type, quantity and purity of the CBRN factor, method of dispersion, space, meteorological conditions, etc.). So it's not the same for every case. However, the basic indications are summarized as follows:

- Reduce the time spent in the hazardous environment and therefore exposure to CBRN.
- Remove CBRN factor from your body. -Get away from the scene and stay in a safe place.
- Follow the instructions of the competent authorities and cooperate with their staff.

Here are the general guidelines to follow before you are given special instructions by the competent authorities. In addition, follow the instructions for technological accidents.

During the accident:

- If you are in an area where the release of CBRN is perceived
- Keep cool and don't panic.
- If the incident occurs outdoors, walk away without touching anything. Don't go too far and don't use public or private means of transport (buses, trolleys, electric, metro, taxis, cars, motorbikes). This can lead to the spread of the dangerous factor in the means of transport and the rest of the population. The spread of the problem will make it difficult to offer help to you.
- If the incident occurs indoors, close the separate ventilation and central systems, leave the building and wait for the authorities.
- Take precautions when entering the nearest building that has not been damaged. In case of explosion in open space, if you stay or take shelter indoors, your exposure to CBRN factors decreases.
- Once you are in a "safe" place, take off your clothes as soon as possible. Be careful not to expose the sensitive areas too much to CBRN the entry areas of your body (eyes, nose and mouth). Wash yourself with plenty of water or better in pairs so that the best cleansing is possible in difficult areas and parts of the body (behind the ears, eyes, armpits, etc.). Place the clothes in a plastic bag that closes well.
- If it is not possible to take off as much clothing as possible (and weather permitting), wait for the forces to take over your disinfection / decontamination work. Be prepared that you will have to take off or take off your clothes (some of them by tearing them or cutting them with scissors). You will need to stand without clothes in front of strangers and celebrities. It is essential for the best possible protection of your health.
- Collaborate with the staff of the services that have the mission of dealing with the event for the best possible result (your own health). Follow the instructions given to you faithfully and do not disagree.

- Don't be surprised if you see service personnel wearing protective equipment that you don't have. Their protection is necessary to achieve the greatest offer of help to you.
- Don't forget to report anything you notice to the authorities.

SPAIN

Emergency plan: It establishes the theoretical and functional framework to prevent and control the risks of possible emergency situations that may occur in the workplace.

Self-protection Plans, they include surveillance and detection actions; organize the material and human means; prepare the intervention of outside assistance; establish human protection and evacuation measures. These plans can also include informative actions so that the school community becomes aware of the risk and at the same time inform them about the protection measures that they must follow.

Risk analysis of the school is the most important part of the self-protection plan, as this is where the action protocols will come from. The risk analysis of these facilities must be carried out of the risks that may occur within the activity, of the external risks (those risks that may affect them from the outside, both natural and anthropogenic) and, finally, occupational hazards (those occupational hazards that are related to the emergence of the activity).

4. THE METHODS USED BY SCHOOLS FOR INFORMING TEACHERS, STUDENTS AND PARENTS ABOUT ALL OBLIGATORY MEASURES WHICH HAVE TO BE TAKEN FOR PREVENTION, REACTION AND RESPONSE

BULGARIA

Teachers actively participate in the development of the Plan for protection of students and teachers from disasters, accidents and catastrophes, and after its approval, each one of them gets acquainted in detail with its content. All plans are published on school websites, and in some cases (relatively rarely) parents are informed about evacuation procedures and protocols during the regular meetings between teachers and parents. In some schools, thematic lessons related to the Plan and the measures provided in it are held in the classroom, but this is also an exception rather than a practice. Each year, a fire or earthquake simulation exercise is conducted in each school to be tested all protocols, systems and procedures. These exercises are also recommended, not mandatory. In addition, the quality of the classes is strictly subjective - while in some schools training evacuations and classes are organized with the help of professional services and in the closest to reality conditions, in others they occur within the mandatory minimum just to be recorded they have been performed from the staff.

ITALY

The School Manager is responsible for drafting the Plan and coordinating the actions for its implementation, who will then submit a relevant certificate of drafting to the relevant USR (Regional Education Authority).

Teachers, ATA staff and other school staff:

- are informed about the Emergency Plan by the School Manager so that they know their duties.

Responsible teachers train and educate students about the actions provided for the implementation of the Emergency Plan, participating in the planned preparedness exercises and drills.

GREECE

The Director of the school is responsible for drafting this Plan and coordinating the actions for its implementation, who will then submit a relevant certificate of drafting to the relevant Directorate of Primary / Secondary Education.

Teachers and other school staff:

- are informed about the Emergency Plan by the director of the school and study it so that they know their duties.
- train and educate students about the actions provided for the implementation of the Emergency Plan, participating in the planned preparedness exercises.
- take care to improve the Plan by making relevant proposals.

SPAIN

All measures are informed through specific training programs:

- Training program for staff with active participation in the Self-Protection Plan (People with active participation in the self-protection plan will receive training and qualification that will enable them to develop the actions entrusted to them in the Self-Protection Plan, at least once a year, training courses for Emergency Teams and their managers)
- Training and information program for all staff on the Self-Protection Plan:
 - Training and information program for teachers.
 - Training and information program for students.
 - Training and information program for the rest of the staff of the center not included in the previous sections.
 - General information program for visitors.

5. NATIONAL LEGISLATION AND PROCEDURES FOR AMENDMENT CONCERNING CHANGED SAFETY AND SECURITY CONTEXT AND CHALLENGES

BULGARIA

There is no uniform legislation on safety and security in schools regarding disasters and accidents. Three laws regulate the procedures, namely the Law on the Ministry of Interior, the Law on Protection from Disasters and Accidents and the The Spatial Planning Act. The training and methodological materials for teachers that are still used are made by the Ministry of Emergency Situations (merged 2009 with the Ministry of Interior). The latest update of the Law on protection from disasters and accidents is from 2017. The curricula do not includes measures for protection against terrorist attacks and other types of disasters and crises caused by man. There are annual plans for education in schools, which are approved by the Ministry of Interior and subsequently implemented at local level. There are several drafts of documents for mandatory training of principals, teachers and students, but unfortunately they have remained at the level of public or interdepartmental discussion.

ITALY

Safety in schools represents one of the objectives in the broad spectrum of action of the legislation regarding health and safety at the workplace. *Decreto Legislativo n. 81 of April 9th, 2008* (further supplemented by *Decreto Legislativo n. 106 of 2009*) has implemented most of the sector's legislation and therefore constitutes the main reference for the matter. Article 3 (scope of application), paragraph 1 states that: *"This legislative decree applies to all sectors of activity, private and public, and to all types of risk"*. Not only that, in the following paragraph 2 it is also specified that the provisions of the legislative decree are applied taking into account the actual particular needs related to the service performed or to the organizational peculiarities with regard to the Armed Forces and Police, the Department of Firefighters, of the rescue public and civil defense, civil protection services, as well as in the judicial, penitentiary structures, those intended for institutional purposes for the activities of the bodies with tasks relating to public order and safety, universities and education institutes of all levels. Therefore, a school is to all intents and purposes a workplace, in which the teaching, administrative and auxiliary staff work, but there are also students who are considered by the norm as workers.

- Presidential Decree 547/55: prevention of accidents at work
- Presidential Decree 303/56: general rules for occupational hygiene
- EEC Directive 89/392
- Legislative Decree 626/94: implementation of EEC directives
- Legislative Decree 758/94: modification of the disciplinary regulations
- Ministerial Decree 382/98: application regulation for safety in schools
- CM 119/99: application indications of Legislative Decree 626/94

GREECE

The Ministry of Civil Protection issues every year the "Internal Regulation of the School Unit & Action Memorandum for fire management, extreme weather phenomena, technological disasters and Chemical, Biological, Radioactive & Nuclear incidents". In parallel the Organization for Earthquake Planning and Protection (O.A.S.P.) which is a Legal Entity under Public Law and is supervised by the Ministry of Infrastructure, Transport and Networks issues every year the "Action Memorandum Plan for Seismic Risk Management in School Units".

Then the School Unit, as a Public Independent Foundation in implementation of the number 107/1/158 / 17-4-91 directive is obliged to draw up an Internal Rules of Operation.

SPAIN

In reference to the legislation applicable at the national level (Spain), Royal Decree 393/2007, (Modified by RD 1468/2008, of September 5, 2008) which approves the Basic Self-Protection Regulation (NBA), which establishes in its Annex I the activities where the application is mandatory of said standard. In Annex I point 2.e a appear the teaching activities.

Law 17/2015, of July 9, of the National Civil Protection System which in its sole derogation provision repeals Law 2/1985 on Civil Protection. Law 17/2015 in its article 7, 2 establishes that the owners of the centers, establishments and dependencies, public or private, that generate emergency risks, will be obliged to adopt the self-protection measures provided for in this law, in the terms collected in it and in in the implementing regulations. All public teaching centers dependent on the Ministry of Education (optional, although recommended in private ones) must carry out evacuation practices from buildings, which will be carried out during the first three months of the academic year, in accordance with the instructions contained in the annex to the Order of November 13, 1984, on Evacuation of Educational Centers.

6. REGIONAL AND LOCAL LEGISLATION AND PROCEDURES FOR AMENDMENT CONCERNING CHANGED SAFETY AND SECURITY CONTEXT AND CHALLENGES

BULGARIA

There is no local legislation on school measures. There are procedures concerning the overall response and coordination between institutions during disasters and accidents and the formation of crisis headquarters where school principals are involved. These crisis headquarters are relevant and responsible for the protection of all people (students, employees and parents) in the school. The procedures which each crisis headquarter follows are regulated in the Law on Protection from Disasters and Accidents, and at the spot, the members of the crisis headquarters specify all details and procedures for interaction and reaction at local level. There are no specialized and thematic trainings, except for institutions that have requested such and they have paid for, or have been trained by the voluntary formations of the municipality.

Good practice from the last few years has been introduced by the National Association of Volunteers in the Republic of Bulgaria. Every year a national competition is held on the occasion of December 5 - International Volunteer Day. According to the regulations of the competition, municipal volunteer teams organize exercises in schools throughout the country. The competitive nature determines the good preparation and coverage of different modules. In an effort to conduct the exercises as well as possible, the volunteers, assisted by professional firefighters, police and emergency services, conduct classes that are extremely close to reality and have an impact on children and school staff.

ITALY

The measures are taken centrally by the Ministries. At regional level, the School Manager is responsible for drafting the Plan and coordinating the actions for its implementation, who will then submit a relevant certificate of drafting to the relevant Directorate of Primary/Secondary Education. As already mentioned, the Director is automatically appointed as the Chief of Staff.

GREECE

The measures are taken centrally by the Ministries.

Regionally, the Director of the School is responsible for drafting this Plan and coordinating the actions for its implementation, who will then submit a relevant certificate of drafting to the relevant Directorate of Primary / Secondary Education. The Director is automatically appointed as the Chief of Staff.

The legislation is updated every year following the change of safety and security measures.

SPAIN

Royal Decree 393/2007, of 23 March, approves the Basic Self-Protection Standard (NBA) for centers, establishments and units dedicated to activities that may give rise to emergency situations.

The NBA has been the rule applicable in Catalonia until the entry into force of Decree 82/2010, of June 29, which approves the catalog of activities and centers required to adopt self-protection measures and sets the content of these measures; and the NBA remains applicable to autonomous communities that have not approved their own catalog.

Subsequently, Decree 82/2010 has been repealed and currently the rule that applies in Catalonia is Decree 30/2015, of 3 March, approving the catalog of activities and centers required to adopt self-protection measures and setting out the content of these measures.

If we take into account the supplementary clause provided for in the EC (art. 149.3: "state law will be supplementary to the law of the autonomous communities"), it must be understood that the NBA is fully applicable to the autonomous communities that do not have of its own regulations on the matter. In law, the term "application of a supplementary rule" means that this rule applies to everything that is not already regulated in the specific regulations.

7. TRAINING PROCESS OF THE SCHOOL PRINCIPALS

BULGARIA

Every year, the Ministry of Interior prepares an annual training plan, which is sent to the Ministry of Education, and it brings the plan to the attention of the Regional Departments of Education, which altogether with the Regional departments for fire safety and civic protection are planning annual trainings for the school principals.

ITALY

The safety of the school cannot be separated from the figure of the school manager who represents the figure of the employer, with all the related obligations for compliance with the regulations on health and safety at the workplace – including

the foreseen training for employers related to safety and security. The following typical obligations of the employer are covered by this figure:

- assessment of all risks and the consequent processing of the DVR (*Documento di valutazione del rischio - Risk Assessment Document*);
- designation of the RSPP (*Responsabile Servizio Prevenzione e Protezione - Head of the Prevention and Protection Service*), of the emergency management staff (first aid, firefighting, evacuation) and of the supervisors;
- consult the RLS (Workers' Representatives for Safety);
- provide the Personal Protective Equipment (PPE) suitable for workers;
- plan training and information activities for workers and students;
- proceed with the preparation of the emergency plan, for its correct management.

In addition, the manager also has the task of working, through reports to the owner, so that the properties are subject to appropriate maintenance and / or extraordinary interventions for the safe maintenance of the same.

GREECE

The services of the relevant Ministries centrally, like, the Organization for Earthquake Planning and Protection (O.A.S.P.) together with the services of the Region of Crete like e.x. the Fire Service or the Health Department of the Region of Crete, train regularly (every year) the school principals.

Specifically, OASP is constantly organizing, in collaboration with the Heads of Health Education and the Heads of School Activities of Primary and Secondary Education, seminars per regional unit on the topic: "Earthquake Protection of School Units". These seminars are aimed at school principals and teachers who have been appointed as responsible for drafting emergency school plans with the aim of constantly raising awareness, informing and educating them on earthquake risk management in school units.

SPAIN

It is organised through the Implementation, training and dissemination program:

1. Training of staff working in the activity: a program of regular training activities must be established to ensure the maintenance of the theoretical and practical training of staff, establishing systems or forms of verification that the aforementioned knowledge has been acquired:

- Explanation of the different emergency situations that may affect them.
- Explanation of the building and the protection measures it has: implanted compartmentation, protection facilities, etc.
- Identification of evacuation routes and confinement areas.
- Training in the specific tasks assigned.
- Announce emergency telephone numbers.
- Know what to do if a risk situation is discovered or what to do if an evacuation order is issued.

In addition, an appropriate program of regular training activities must be established to ensure the maintenance of the theoretical and practical training of the staff assigned to the self-protection plan, and to establish systems or forms of verification that the aforementioned knowledge has been acquired.

B) Information to the users of the activity on the risks of the activity, on the measures to be taken in case of emergency and on the existing means to make these measures effective: evacuation routes, meeting points and places of confinement, if any. It is necessary to ensure that the meeting points are outside the access roads of the emergency services at the facility.

c) Program of exercises and drills

The drill program is established to periodically guarantee the validity of the plan. Before carrying out the drills, the municipal body responsible for civil protection must be informed, and the basic information on the drill must be provided in advance, as specified.

8. TRAINING PROCESS OF THE TEACHERS

BULGARIA

After conducting of the trainings of the principals, each one of them, together with the Regional departments for fire safety and civic protection, organizes training of the teachers. It is combined with the preparation of a Plan for protection of students and teachers from disasters, accidents and catastrophes. These trainings are held once a year.

ITALY

Teachers need the necessary training to be able to perform their duties in the most appropriate way, for this reason Legislative Decree 81 regulates the obligation of training and periodic updating through courses focused on the issues of safety at work.

The School Manager, as an employer, has the obligation to ensure adequate training for ATA staff (administrative, technical and auxiliary staff) and teachers, and the latter in turn have the obligation to follow the training course for workers and pass the test to get the certificate. This course has a total duration of 12 hours divided as follows:

- 4 hours of general safety training;
- 8 hours of training on specific risks;

Specific risk level changes according to the ATECO code with which the company is classified - in this case, schools are classified with medium level risk.

The duration, the minimum contents and the training methods for workers are defined through the following laws:

- Art. 37 of Legislative Decree 81/08;
- State - Regions Agreement 223 of 21/12/2011;
- State - Regions Agreement of 7/7/16

Among other things, it is established that their program is essentially divided into two parts:

- General part (common);
- Specific part (according to specific risks);

The **contents of the general part** of the course are common to all workers, as they impart basic knowledge on safety at work, focusing on the regulatory framework, on the definitions and on everything useful for the understanding of the much more specific next part.

Specifically, in the various lessons that make up the general part, topics such as:

- General principles of Legislative Decree 81/08;
- Normative evolution of workplace safety;
- Concepts of accidents and occupational diseases;
- Introduction to the prevention and protection service;
- Definition of safety actors;
- Risk concept, risk analysis and assessment;
- PPE (personal protective equipment);
- Safety requirements

The **specific** one is the most in-depth part of worker training and, as mentioned above, it is not the same for all workers. It differs according to the ATECO Code of the company in which the employee is called to perform their duties and is divided into:

- training low risk workers;
- training of medium risk workers;
- training of high risk workers;

GREECE

Teachers and other school staff are informed about the Emergency Plan by the director of the school and study it so that they know their duties

SPAIN

At the beginning of the course informative meeting for all teaching staff are organized, in which the Self-Protection Plan will be explained, and the documents will be provided with the general slogans, action protocol in case of emergency as well as the specific sheet with instructions for teaching staff, plans evacuation and protection equipment.

Training days will also be scheduled and held for teaching staff, with the aim of mainly firefighting techniques and First aid techniques.

9. TRAINING PROCESS OF THE STUDENTS

BULGARIA

Each school conducts mandatory evacuation training which is involving all students. These exercises are conducted jointly with the Regional departments for fire safety and civic protection and the volunteer detachments of the municipality. The teaching materials and methodology are developed by the Ministry of Interior and provided to the Regional Departments of Education and the schools.

In addition, students are trained, according to the opportunities in the curriculum in the classroom. Such type of education is partially embedded in the classes on Environment, which provides special activities aiming to explain the necessarily rules in society to be followed, to distinguish dangerous behavior of the child as a participant in street traffic and what have to be the adequate reactions in life-threatening situations in case of disasters, accidents and incidents.

ITALY

Each class undertakes:

- a general training course lasting 4 hours (2 meetings of two hours) in the morning with final learning assessment.
- a specific training course lasting 8 hours (4 meetings of 2 hours) in the morning with final learning assessment.

On special registers, the following are noted:

- the presence/absence of students
- the results of the final learning tests.

Remedial classes are scheduled for both training modules: student who fail the test (percentage of correct answers lower than 75%) can repeat the test once. In case of further failure he will have to repeat the training course.

GREECE

Readiness exercises are performed three (3) times during the school period.

Readiness exercises provide an opportunity to acquire the appropriate anti-seismic attitude and behaviour of students, teachers and administrative staff and to improve their skills. The first school readiness exercise should take place at the beginning of each school year and should be followed by at least two more, one per quarter, in accordance with the relevant circulars and relevant documents. The first of the three planned readiness exercises in the country's school units will take place on October 13 in view of the International Day for the Prevention of Disaster Impact.

During the exercises the students:

- are informed of the School's Emergency Plan.
- participate seriously in the preparation exercises and are trained in the implementation of the School Emergency Plan.
- implement educational work and programs on relevant topics.
- discuss with their family and friends the prevention measures they learned in school.

SPAIN

The information and training actions to be carried out by the tutors are included within the teaching plan for the first quarter of the course. Students will be informed about the general rules to follow in case of evacuation of the center, evacuation routes and meeting points assigned to the group, making them delivery of the specific file with the instructions for students of the Self-Protection Plan and evacuation plans, with a practical demonstration of how to act in case of emergency, carrying out an evacuation drill.

10. STRENGTHS AND WEAKNESSES IN THE EXISTING LEGISLATIVE FRAMEWORK AND POLICY-MAKING PROCESS FOR ENSURING SAFETY AND SECURITY IN SCHOOLS

BULGARIA

One of the strengths of the legislative framework is related to the centralized planning and organization of courses and exercises for disaster, accident and crisis response and good inter-institutional cooperation. The disadvantage is that there is no single instruction that regulates the mandatory units and commissions that must be established in each school with clearly regulated obligations, functions and trainings which are identical for all schools. There is a lack of a regulatory framework to address security and safety measures in the event of terrorist threats or other human indicated crises. The trainings for response and reaction in school for disaster and the preparedness of the students and the teachers, still mainly depends on the subjective factors related to the motivation of the principals and teachers.

ITALY

The existing legislative framework and policy-making process for ensuring safety and security in schools is considered as efficient

GREECE

The existing legislative framework and policy-making process for ensuring safety and security in schools is in a good level (**strength**). Greece, in the frames of earthquakes for example, is the first seismically active country in Europe and the sixth in the world so the country's anti-seismic policy is well scheduled.

SPAIN

Need to go a step further, self-protection measures are correct, but it is important to think about general preventive measures to avoid disasters and create resilient societies capable of coexisting with the risks if they cannot be avoided. Create a culture of risk awareness and that it is in our hands to change to avoid great risks. There is an important part in some centers, it is necessary to update the buildings and make them safer and in line with the needs of the students. To decide this, participatory processes must be created with students and teachers.

11. STRENGTHS AND WEAKNESSES IN THE EXISTING TRAINING PROGRAMS FOR TEACHERS, STUDENTS, PARENTS, SCHOOL PRINCIPALS ETC. AT NATIONAL, REGIONAL AND LOCAL LEVEL

BULGARIA

Currently in Bulgaria there are no training programs for parents, and those for teachers and students have not been updated for 5-6 years. The materials related to fire safety and evacuation measures are extremely good, but they are prepared centrally and their adaptation to the specifics of a certain area or school is extremely difficult.

The weak point is that the methodology and training materials are prepared not by teachers and experts with pedagogical expertise, but by experts in the Ministry of Interior, who are mainly from the General Directorate "Fire Safety and Civic Protection". There is a lack of online tools for teaching and raising the knowledge of

students and teachers and the available ones are not interactive and does not include students in the process.

ITALY

The strength is represented by the fact that all actors in the field of safety and security in schools are trained on various aspects related to safety and security. A weakness could be identified in the lack of specific training paths related to different activities/areas – e.g. chemistry lab activities – that would require ad hoc training measures addressed to both teachers and students.

GREECE

The existing training programs for teachers, students, parents, school principals etc. at national, regional and local level are in a good level (**strength**).

SPAIN

Improve the transversality of the training programs within the different subjects, in order to be included in day-to-day learning, not as something separate from the general agenda

12. STRENGTHS AND WEAKNESSES IN THE MEASURES OBLIGATORY TO BE TAKEN FROM THE SCHOOLS FOR PREVENTION, REACTION AND RESPONSE IF NATURAL (FIRE, FLOOD, EARTHQUAKES) OR HUMAN-INSTIGATED DISASTERS HAPPENED

BULGARIA

It is mandatory for all schools to take measures that are specific to the area where the school is located, noting whether it is in a large city or small town, are there additional or increased risks of disasters, accidents and crises incl. caused by people. If the school is in distant area, it is necessary more teaching materials and classes to be planned which are related to disasters and accidents that may occur incl. forest fires, floods, hail, etc., and students to be actively involved in all prevention and evacuation activities. It is important all learning materials and skills to be applied by students, not only in school, but also in family and with friends. All modern tools and technologies must be implemented and used more actively at all levels - education and training, actions in real situations must be taken, prevention, etc.

ITALY

In general, the measures to be taken by the schools for prevention, reaction and response to disasters are considered to be effective. In particular, the cooperation and synergy between the government and regional/local entities represents a strategic approach to prevent and respond to natural/human-instigated disasters.

GREECE

The measures obligatory to be taken from the schools for prevention, reaction and response if natural (fire, flood, earthquakes) or human-instigated disasters happened are in a good level (**strength**).

They are correct, and it would be interesting to include more specific and differentiated measures adapted to the environment of each educational center, for example in a school close to the forest, it is important to put efforts to prevent forest fires, not only to act in this emergency. Or it is not recommended to have a school in the middle of an industrial estate, it is important to avoid these situations as much as possible, because it can be unhealthy.

13. RECOMMENDATION FOR INCREASING SCHOOL STAFF'S, STUDENTS AND PARENTS SKILLS AND KNOWLEDGE FOR PREVENTION, REACTION AND RESPONSE IF NATURAL (FIRE, FLOOD, EARTHQUAKES) OR HUMAN-INSTIGATED DISASTERS HAPPENED

BULGARIA

One of the most important recommendations is teachers to participate actively in the process of planning and conducting of trainings for prevention, response and reaction in situations of crises, disasters and accidents, and to be structured to respond to the specifics of concrete school and region.

Annual analyze and evaluation of the conducted trainings and methodology to be organized and to be updated depending on the changed security environment.

Parents who wish to know the protocols in the event of a crisis and to be able to communicate with the parents of other children should also be involved in the evacuation training. It is necessary a protocol for interaction with parents during and after a disaster to be developed! Also protocols for each classes to be developed and trained, depending on the presence of children with disabilities and specifics needs. Increasing the volume and intensity of the trainings - once a month, creating interactive online platforms for self-education and preparation and enabling students to participate, along with teachers in the creation of information and training materials and content for response to disasters, accidents and crises.

ITALY

An important aspect that could increase knowledge and skills for prevention, reaction and response to natural/human-instigated disasters would be the implementation of curricular programs aimed at increasing awareness of risk problems - referred as 'risk culture' - for the benefit of students and all the school staff. Another beneficial element would be to link the contents of these courses to the territory, where different aspects related to different categories of risks can be thoroughly analyzed depending on where the schools is actually located.

GREECE

The existing legislative framework and policy-making process for ensuring safety and security in schools, the training programs for teachers, students, parents, school principals and the obligatory measures for prevention, reaction and response if

natural (fire, flood, earthquakes) or human-instigated disasters happen, are in a good level.

My recommendation is to update regularly all the above measures since the risk is always high and the good status in Greece has to be maintained. Moreover, responding to the changing environment in Europe, training of students has to be based on modern approaches and social constructivism through the use of ICT-based tools.

SPAIN

The most effective way to contribute to increase staff, children and youth's education on fire ecology and safety is through promoting the integration of these topics in the scholar curriculum. Encourage the addition of fire safety and ecology on the scholar curriculum of the member states and adapt to each region according to the most probable type of risk can be one solution.

Also, working with the community could be very useful, making participative awareness days and sessions beyond classic school emergency drills, and involve the entire community in a specific area that lives with specific risks, and work together to strengthen community resilience.

CONCLUSIONS AND RECOMMENDATIONS

BULGARIA

It is necessary the legislation to be changed so as to make it possible to prepare training programs tailored to the specific needs of the teachers and to the specifics of the each school. There are currently no unified policies for educating students, teachers and parents, and building a culture of security and awareness raising. It is not a priority either at national or local level. There is a serious lack of basic knowledge and competences for responding to disasters, accidents and crises and this is due to the lack of policies not only to increase the safety and security of students but also their parents who could and should actively participate in the educational process.

Teachers and parents should be involved in the development of curricula and materials for students. The responsibility for preparing methodological manuals should be on the representatives of the Ministry of Education and Science, not on the Ministry of Interior. Training materials need to be synchronized with national prevention strategies, but also updated and reflect current risks and threats. At the local level, uniform methodological guidelines and training materials can be prepared by specialists from schools and municipalities to develop skills for responding to crises, with a higher degree of occurrence in each territory and to create special training grounds, which to be used by all schools. All modern tools and technologies must be implemented and used more actively at all levels - education and training, action in real situations, prevention, etc.

Sustainability can be achieved precisely through changes in legislation and training policies for the safety and security of children, including accepting the prevention and education as a priority in the national educational and security policies. This training can become part of the unified concept of forming a culture of security and

safety, and can also be part of the basic knowledge, skills and key competencies that need to be developed among students in primary education. It is advisable a protocol for interaction with parents during and after a disaster for each school to be developed. Also protocols for the classes must be developed, depending on the presence of children with disabilities and/or specific needs.

Namely through the establishment of national educational programs and the involvement of non-governmental organizations and experts in their development and subsequent implementation.

ITALY

In general, there's a strong need of putting into practice the provisions foreseen by relevant legislation at national, regional and local level. For example, according to *Cittadinanzattiva's 16th report on safety and security in schools*, although the legislation on the matter is pretty abundant, the Italian school system is on a dangerous track: 70% of the 42,435 school buildings have failed to comply with mandatory criteria such as seismic vulnerability checks, analysis of walls, floors and ceilings, static testing, fire prevention certificates, obstructions, and emergency plans. These criteria are all compulsory by law, and yet most of these institutions don't meet more than one.

The legal framework is already in place and covers all aspects related to safety and security in schools, but the real burden is represented by getting schools to comply with this regulations. For example, checks for seismic vulnerability were made mandatory in 2003 and were repeatedly extended until 2013. The terms were postponed several times to allow provinces and municipalities to comply with the new laws, a practice that has been used and abused: instead of sanctioning the owners (84% are municipalities, the rest are in provinces or metropolitan cities) the terms for compliance are continually extended. Introducing new regulations seems to represent an exhausting pursuit to alleviate the shortcomings that have been dragging on for decades in the field of safety and security in schools.

The creation and implementation of curricular programs aimed at increasing awareness of risk problems - referred as 'risk culture' - would benefit both students and all the school staff. Another beneficial element would be to link the contents of these curricular courses to the territory, where different aspects related to different categories of risks can be thoroughly analyzed depending on where the schools is actually located.

One of the best ways to ensure an equal basic knowledge among all student for response in case of natural or human-instigated disasters would be the creation and implementation of curricular programs aimed at promoting the so-called 'risk culture' among students. Of course, special care and guidelines should be given to students with mobility, mental or other disorders since this category of students are more vulnerable to risks of natural and human disasters. As students' response must be adapted to the potential risks that may occur in their region/local area, another element of strength would be to link the contents of these curricular courses to the territory, where different aspects related to different categories of risks can be thoroughly analyzed depending on where the schools is actually located and students are consequentially trained on those risks that are more likely to occur in their area.

GREECE

The drafting of Emergency Plans by school units is a rule in Greece. Our country is also in accordance with the laws existing in European Union for natural or human disasters. In EU, the safety measures in schools are a high priority and most of its states, including Greece, have been able to steadily reduce accidents year after year. This has been helped by the study of "possible events" because in these cases we are led to learn and improve prevention methods.

However, we definitely need to apply simple and specific safety rules and cooperate on the issue of school and family. The role of parents in this case is also very important.

The field of security and maintenance of school buildings in our country has passed to the municipal authorities. Municipalities must carry out substantial checks and issuing certificates of suitability for all school buildings and ensure hygienic conditions in each school unit. There is also the need to build a registration platform with all the inspections, repairs and maintenance actions done in all school buildings. This registration system has to be updated periodically.

Students' safety is a top priority for the school community and is non-negotiable. Students should enjoy their studies without compromising their physical and emotional well-being. For this reason, the instructions issued, in addition to their harmonization with the administrative framework, are aimed at the health and safety of the student community and beyond. One of the main activities, which is included in the school routine, is the supervision of students by teachers during breaks and any other school events (eg excursions, celebrations). The physical safety of students is not limited to intensive surveillance but also to the appropriate configuration of the surrounding area to avoid and minimize accidents. These should always be followed. In addition, for the risks of natural disasters, informing and regularly training teachers about prevention and rescue measures is very important.

As important as the infrastructure provided by adults is for the prevention of childhood accidents, it is important that children learn, from an early age, to recognize and anticipate the dangers of protecting themselves and those around them.

From an early age to adolescence, health and safety updates should be provided, as well as exercises by properly trained individuals / teachers, to students. It is also necessary to include safety and health courses in all educational levels so that students learn to recognize the risks and face them in their daily lives.

Special care and guidelines should be given to students with moving, mental or other disorders since this category of students are more vulnerable to risks of natural and human disasters.

Developing a culture of prevention is important in dealing with risk and should start at home, continue in school and later in life. By building a culture of risk prevention, we are building a healthy and secure future for our children.

SPAIN

A safe and healthy School Center is more than a social demand. It is a fact that society takes for granted. Currently, security guidelines are much more ambitious; not only aimed at the prevention of damage, but also at promoting attitudes that avoid risks and promote safety and health.

Educational Policies are an essential part of the strategy to promote self-protection and a preventive culture, so that the population becomes aware of the risks they may suffer and becomes familiar with the protection measures that they must use.

The promotion of self-protection in Spain has two aspects: the citizen, with the dissemination of recommendations, and the corporate, with the Self-Protection Plan.

- Citizen self-protection

The guidelines of conduct adopted by citizens (members of the school community) in order to prevent accidents and, in case that they occur, avoid or reduce their consequences. Preventive citizen culture.

- Corporate Self-Protection

The one adopted by the Institution (the school) for the prevention of emergency situations and the intervention, if they occur, to minimize their consequences. Self-protection plan.

At a more general European level, it will be necessary that a common education frame on the field of fire ecology and safety is set. The tools provided at a European level will provide support to the national, regional and local entities that regulate on education. In parallel the national and regional level policy makers should boost the development and implementation of scholar curricula that include fire ecology and safety. Finally, the regional entities shall promote the implementation of those scholar curricula.

In parallel there should be a bottom-up approach to promote the transfer the knowledge from local entities in contact with the landscape and the forest fire reality, to the regional and national levels.

Successful initiatives shall get the political and financial support to be implemented at a regional or national scale.

The implementation of already existing initiatives shall help to avoid spending resources in developing new initiatives if the existing ones are already successful and valid.

The development and implementation of local initiatives sometimes has a cost difficult to cover by the local organisations launching education events. Many of those initiatives would be implemented more easily by supporting part of the cost of those initiatives.

The financial support shall seek to promote the initiatives that boost the culture of fire risk.

Policy makers shall strategically encourage investments on professional and innovative learning environments that help to pursue a broad fire ecology and safety education for children and youth.

Organisations or entities leading the implementation of education actions at a regional and local scale may also be interested in attracting private investors to cover the deployment of those actions.

Nonetheless, these sorts of action often require an initial public investment before getting their own funding.

Ideally, a public-private co-funding would be a way to fund regional and local initiatives. Some examples of educational resources to be produced are books, booklets, online materials, videos, games, applications for phones and tablets, etc. Funding is also required to develop certain actions, for example evacuation training, simulations of forest fires or WUI fires, teaching home safety, etc. The development of educational resources has a variable cost; nonetheless it should be taken into account that is a long lasting good.

Part of the local and regional budget shall be designated to boost indicatives to help the fire ecology and safety education.

Policy makers shall contribute to all the phases of the new initiatives: provide the tools and financial support for the designing and preparation phase, and second facilitate the deployment of those initiatives.

The students' response must be adapted to the potential risks that may occur in their region.

Traditionally, many initiatives on fire ecology and safety education have been conceived at regional and local scales. Stakeholders and practitioners are the ones having deep experience on forest fires and are aware of the challenges of local and regional landscapes. They have also identified the potential gaps and needs of the education system regarding fire ecology and safety education. Thus, in some occasions they have developed initiatives to stimulate a culture on fire risk and education to adapt to the environmental reality of the landscape. Local and regional teachers and educators have also realized about those challenges, and all together they have developed some initiatives with children and youth to boost education on fire ecology, safety and how to build resilient societies.

At a regional scale, there are different landscape realities dividing the territory into small areas. For example, large Mediterranean cities with millions of citizens (e.g. Marseille, Barcelona) are surrounded by rural environments with a low population density. Both realities are threatened by forest fires, as recent events have shown. Therefore, the education on fire ecology and safety should be for both, citizens in the rural and in the urban areas. Children and youth from those two realities will both have to

get education on fire ecology and safety, however, they will perceive and experience forest fires in different ways.

As both rural and urban areas are under threat of large wildfires, the education on fire ecology and safety shall be implemented to all children and youth from both realities.

The involvement of regional and local agents it is fundamental to adapt and implement the education curricula and promote local initiatives. The success of an improved fire ecology and safety education for children and youth relies on the integration and engagement of all the agents on the actions developed, those being:

- o Schools
- o Local communities
- o Fire experts
- o Teachers and educators

SECOND PART: CURRICULUMS

DISASTERS, ACCIDENTS AND CRISIS RESPONSE

Description of the curriculum

1. **Title of the course:** Find the fastest way to evacuation
 2. **Organization / institution developed the course:** Society and Safety Foundation
 3. **Topic of the course:** Disaster, accident and crisis response
 4. **Age of the targeted students:** 10 - 12 years
 5. **Aims of the course:** Get to know the school and the fastest evacuation options. Development of teamwork skills and critical thinking.
 6. **Description of the course:** The class receives a map of the school and the following instruction: "A fire broke out at the main entrance of the school, making the evacuation from there impossible. You have 5 minutes to decide altogether which is the nearest evacuation exit, looking at the map, and then to evacuate together." When the students have made their decision, they leave the classroom, and the teacher starts counting the time they will need for evacuation. After the evacuation, the class is positioned in the school yard and they are starting discussion and analyze of decision taken and the evacuation route they have choose looking at the map. It is being discussed whether there was a better solution and a closer evacuation route. The teachers is asking different questions as:
Whether in case of flood should follow the same path or is it better to have another one? What are the rules for evacuation? Is it right to run during the evacuation? How the classes have to evacuate altogether? After completing the analysis, the students return to the room. The teacher says they will now check how long it takes them to evacuate through the main entrance. The rules for evacuation behavior which the students must follow are discussed, after which the evacuation starts again and the teacher is detecting the time. They return to the room and discuss which the nearest exit is, how they should move, and what the rules they followed?
 7. **Responsible for conducting the course:** Teacher
 8. **Resources used for the course (online resources, bibliography etc.)** A school map, adapted to be read by students. Evacuation rules.
 9. **Time for work in classes** 45 minutes
 10. **Time for self-preparation necessary for the teacher** 40 minutes
 11. **Time for self-preparation for the students** it is not necessary
- Necessary technical equipment** telephone with timer for detecting evacuation time.

Description of the curriculum

1. **Title of the course:** Find out the correct sequence of actions during disasters, accidents and crises
2. **Organization / institution developed the course:** Society and Safety Foundation
3. **Topic of the course:** Disaster, accident and crisis response
4. **Age of the targeted students:** 10 - 12 years
5. **Aims of the course:** To develop skills for distinguishing different types of behavior in different crises, disasters and accidents; to encourage critical thinking; to put into practice previously presented information and acquired knowledge. To develop habits for observing the basic principles of evacuation: Do not collide; Don't run; Do not speak, do not shout; Don't go back.
6. **Description of the course:** The teacher prepares in advance illustrative cards with different disasters and different types of activities applicable to reactions in case of earthquake, flood, fire, terrorist threat and explosion of a heating system. The cards show different actions like hiding under the desk, leaving the room, running to the exit, going out in a row one by one to the exit,

calling 112, self-organizing, following the teacher's instructions, etc. The class is divided into two groups of 10 people, using different colored candies - each student take one without seeing what color is, and the groups are formed on candies' color's basis. If there are more than 20 students, the class is divided into three groups. Each group draws two cards (if there are two groups, and per one card if the groups are three), depicting different disaster, accident and crisis and two sets of cards with different types of behavior and reactions. Then, each group has 20 minutes to arrange the behavioral cards according to the correct sequence of reactions for the crisis, disaster or catastrophe they picked up. After the time is up and the cards are arranged, each group presents its decisions and they are discussed in class. If necessary, the sequence of actions is corrected and teacher explains why this adjustment is made.

7. Responsible for conducting the course: teacher

8. Resources used for the course (online resources, bibliography etc.) cards, symbolizing various disasters, accidents and crises; cards with different types of actions and reactions in disasters, accidents and crises; different colors of candy;

9. Time for work in classes 60 minutes

10. Time for self - preparation necessary for the teacher 90 minutes

11. Time for self-preparation for the students it is not necessary

12. Necessary technical equipment it is not necessary

Description of the curriculum

1. Title of the course: Recognize which are the dangerous and safe places at school and at home during disasters, accidents and crises

2. Organization / institution developed the course: Society and Safety Foundation

3. Topic of the course: Disaster, accident and crisis response

4. Age of the targeted students: 10 - 12 years

5. Aims of the course: To develop skills for assessing dangerous and safe places in case of disasters, accidents and crises and those that can be used as hiding/shelter places. To encourage teamwork, group discussion and discussion of different types of reactions and behavior in crisis situations. To develop critical thinking and prioritization skills.

6. Description of the course: The course is divided into two parts and is planned to be held in two different days. The first day is focused mainly on working in the classroom and with maps, and the second day is related to a tour of the classroom and the floor where the class is situated and marking the dangerous and safe areas.

Day 1: The class is divided into small groups of 4 children. Different methods of division can be used - with candies by color, by number in class, by place of standing, by counting, etc. Each group receives two schemes – one of a house and second of a school, as well red and green sticky dots. The schemes of schools and houses are different for each group, as there must be houses with 1, 2 and 3 floors, the schemes of the school must have a staircase, very large windows and large lobbies. Each group receives the following instruction - to mark with a red dot the dangerous places at home and at school from which they must keep distance and with a green dot those that can be used as a hiding place during the disaster and/or they can be evacuated from there. Each group has 15 minutes to identify and put the colored dots in all identified places. Then the results of the groups are presented one by one - first the schemes with the schools and then the houses. When everyone is done, an analysis is made and the teacher corrects the points if necessary, arguing why he/she did it. If not necessary, it repeats the rules for the right behavior in

risky situations, which are the places to be avoided and which can be used as hiding places.

Day 2: Two adults are needed to conduct the lesson - the teacher and a volunteer, a firefighter or a second teacher. The class is divided into two groups, one group receiving red and the other group receiving green dots. One group is tasked with marking all the dangerous places in the classroom and the school corridor, while the other group having the task to mark the safe places. One group stays in the classroom and the other goes out with the teacher's assistant for 15 minutes each. Then the students change their places. They gather in the classroom and first discuss the marked green and red areas in the room and, if necessary, remove or change some of them. Then the whole class goes out altogether and sees the marked places in the corridor. There is also a discussion and re-presentation of the rules by the teacher.

7. Responsible for conducting the course: teacher

8. Resources used for the course (online resources, bibliography etc.)

Maps of houses and schools; green and red gluing points. List of rules of conduct for various disasters, crises and accidents.

9. Time for work in classes 2 * 90 minutes

10. Time for self - preparation necessary for the teacher 90 minutes

11. Time for self-preparation for the students is not necessary

12. Necessary technical equipment is not required

Description of the curriculum

1. Title of the course: Evacuation signs and what their meaning is?

2. Organization / institution developed the course: Society and Safety Foundation

3. Topic of the course: Disaster, accident and crisis response

4. Age of the targeted students: 10 - 12 years

5. Aims of the course: Students to recognize the various symbols and evacuation signs and signals. To review and know the evacuation schemes at school. To be able to evacuate themselves, no matter where they are at school in the event of a disaster, accident or crisis.

6. Description of the course: The teacher loads on multimedia at the whiteboard the map of the school – floor by floor which mean the exercise is repeating for each floor. It starts with the floor where the classroom and the class are currently located. On the board he/she draws the various symbols and signs indicating the direction of movement during the evacuation and writes what is the meaning of each one. The teacher marks the location of the classroom at the map and the whole class has to make a decision and draw the evacuation route. After finishing the evacuation route for the floor they are currently located they are moving on to the next floor, emphasizing if there are stairs and discussing in which cases they can go down to the stairs, in which it is necessary to climb on and when they have to be avoided. After completing the exercise for each floor, the teacher pays attention and shows the light signaling, indicating the exit of the room in which they are located. Explains why it is necessary and students go out into the corridor to see how far and where the light signs are located.

7. Responsible for conducting the course: teacher

8. Resources used for the course (online resources, bibliography etc.)
Electronic format of a school scheme.

9. Time for work in classes 45 minutes

10. Time for self-preparation necessary for the teacher 45 minutes

11. Time for self-preparation for the students is not necessary

12. Necessary technical equipment multimedia projector



Description of the curriculum

- 1. Title of the course:** How and when do we report a disaster, accident and crisis on 112?
- 2. Organization / institution developed the course:** Society and Safety Foundation
- 3. Topic of the course:** Disaster, accident and crisis response
- 4. Age of the targeted students:** 8 - 10 years
- 5. Aims of the course:** To acquire knowledge and skills about the situations in which the emergency services are alerted and to develop skills for the most important things they have to say first, if they must to alert the emergency services.
- 6. Description of the course:** The teacher distributes a white sheet of A4 paper to each child, asking to be divided into 2 halves. In one half they put an inscription on the column "Call 112" and in the other "Do not call 112". Then, the teacher begins to write different situations on the whiteboard, giving 1 minute to each student to think about and to decide in which column to place the situation. The list includes an earthquake, flood, explosion, accident, etc., as well as a hole in the road, a burned street lamp, a flat tire on a car, etc. After writing down all the situation, the teacher comes back and asks the class for each one whether it is or not alerting 112. If there are different opinions, the discussion is encouraged and finally a unified and common decision is made. The teacher then asks the students to turn the pages over and, following the same principle, writes on the board important information to be provided on 112, such as names, location, type of incident, time of occurrence, but also elements such as a favorite color, favorite dish, what is the weather etc. This time the task of the students is to write what is the information they have to provide and in what sequence when they call 112. The teacher gives 10 minutes for independent work, and then writes on the board the sequence of information which has to be provided to the emergency phone. A discussion is held again, in case of different opinions and positions.
- 7. Responsible for conducting the course:** Teacher
- 8. Resources used for the course (online resources, bibliography etc.)** is not necessary
- 9. Time for work in classes** 45 minutes
- 10. Time for self-preparation necessary for the teacher** 45 minutes
- 11. Time for self-preparation for the students** is not necessary
- 12. Necessary technical equipment** is not required

ALL WE NEED TO KNOW ABOUT FIRE

Description of the curriculum

- 1. Title of the course:** All we need to know about fire
- 2. Organization/institution developed the course:** Pau Costa Foundation
- 3. Topic of the course:** History of fire and wildfires.
- 4. Age of targeted students:** Primary students (8-12 years)
- 5. Methodology of the course:**

How the work with children is planned and organized? What are the concrete methods and tools used? What are the general points need to be taken into consideration?

This course is planned to be completed using the NHDPlay platform, at class with teachers and the rest of classmates. So it's necessary to have a computer for each student or small groups.

What is the concept which should be presented to the principals?

The history of fire and wildfires.

What are the topics discussed during the course?

In this course the topics are the human evolution thanks to the fire and the evolution of wildfires.

6. What are expected learnings:

This is an introduction course. The children will learn about how the human species have evolved thanks of fire, they will understand that the fire can get out of control and burn undesired things and, besides, they will learn that wildfires have evolved during last decades.

Which children's skills the course is developing:

Making Connections.
Critical Thinking.

7. Content of the course:

First humans didn't know the fire. Fire discovering allowed them colonizing new parts of the world, cook food, get warm, work with metals... Fire became very important because almost everything surrounding us depends on it.

But sometimes it gets uncontrolled. People used to live from the forest (logging, extensive livestock, agriculture...) and the landscapes where prepared to fires, with not that much fuel load. But some decades ago, people left rural areas due to the industrialization and the fields where abandoned. This caused an important growth of vegetation, with an important increase of forest surface, that it's easier to burn and to cause big uncontrolled fires.

8. Resources used for the course (online resources, bibliography etc.)

(Here you need to provide all informational materials for the students and teachers used in the course)

Images of first humans living in caverns and explanation about their life style.

Image of Earth explaining that they used to live in the tropic.

Image of first humans with fire and explanation of advantages of having fire.

Explain that everything surrounding us is related with fire together with an image.

Suggested activities

(They can be in the classroom, outdoor activities, games, academic activities, trips or other interactive activities)

Outdoor theater to represent the history of fire.

9. Time for work in classes 30 minutes.

10. Time for self – preparation necessary for the teacher

It's important that the teacher could learn about this topic before to do it with the kids, to be able to answer possible doubts of the students.

11. Time for self-preparation for the students

It would be interesting to have time before the course to do a little debate about what the kids know about the topic.

12. Assessment methods and evaluation of the course's efficiency:

For the evaluation of this course there are two different exercises. The first one is a text about the history of fire and the kids must fill empty gaps, and the second one is several images that kids must choose where fires can burn.

13. Necessary equipment and special expertise: Computer for each student.

Description of the curriculum

1. Title of the course: All we need to know about fire

2. Organization/institution developed the course: Pau Costa Foundation

3. Topic of the course: Fire triangle and fire behaviour

4. Age of targeted students: Primary students (8-12 years)

5. Methodology of the course:

How the work with children is planned and organized? What are the concrete methods and tools used? What are the general points need to be taken into consideration?

This course is planned to be done using the NHDPlay platform, doing it at class with the teachers and classmates. So it's necessary to have a computer for each student or small groups.

What is the concept which should be presented to the principals?

The three elements a fire needs to ignite

What are the topics discussed during the course?

In this course the topics are fire components and fire behavior.

6. What are expected learnings:

The aim of this course is to learn basic concepts of fire ecology.

Which children's skills the course is developing:

Language and thinking development

Developing self-awareness

7. Content of the course:

This course has 2 subtopics: the first one is about fire triangle, where children learn the 3 components of the fire triangle (oxygen, fuel and heat) and the second one is about fire behaviour triangle (weather, topography and fuel).

8. Resources used for the course (online resources, bibliography etc.)

(Here you need to provide all informational materials for the students and teachers used in the course)

Video of Fire triangle explained.

Image of fire behaviour triangle explained.

Suggested activities

(They can be in the classroom, outdoor activities, games, academic activities, trips or other interactive activities)

Experiment with fire light a controlled bonfire.

9. Time for work in classes 10 minutes (5 min per each subtopic).

10. Time for self – preparation necessary for the teacher

It's important that the teacher could learn about this topic before to do it with the kids, to be able to answer possible doubts of the students.

11. Time for self-preparation for the students

It would be interesting to have time before the course to do a little debate about what the kids know about the topic.

12. Assessment methods and evaluation of the course's efficiency:

For the evaluation there are some questions about fire triangle components.

13. Necessary equipment and special expertise: Computer for each student.

Description of the curriculum

- 1. Title of the course:** All we need to know about fire
- 2. Organization/institution developed the course:** Pau Costa Foundation
- 3. Topic of the course:** Harms and benefits caused by fire.
- 4. Age of targeted students:** Primary students (8-12 years)
- 5. Methodology of the course:**

How the work with children is planned and organized? What are the concrete methods and tools used? What are the general points need to be taken into consideration?

This course is planned to be completed using NHDPlay platform, doing it at class with teachers and classmates. So it's necessary to have a computer for each student or small group.

What is the concept which should be presented to the principals?

Harms and benefits of fire.

What are the topics discussed during the course?

In this course the discussed topics are the harms and the benefits of fire.

6. What are expected learnings:

To understand that fire is not always bad, it has positive and negative side.

Which children's skills the course is developing:

Understanding the world through questioning.

Use Logical Explanation

7. Content of the course:

This course has 2 subtopics: the first one is about the harms of fire (losses of human lives and forests, property destruction, CO₂ emissions...), and the second one is about benefits of fire (cooking, electricity, forest regeneration and disturbance...)

8. Resources used for the course (online resources, bibliography etc.)

(Here you need to provide all informational materials for the students and teachers used in the course)

Images of each harm and benefit.

Suggested activities

(They can be in the classroom, outdoor activities, games, academic activities, trips or other interactive activities)

Visit a historical forest fire perimeter and identify harms and benefits for the ecosystem.

9. Time for work in classes 10 minutes (5 for each subtopic).

10. Time for self – preparation necessary for the teacher

It's important that the teacher could learn about this topic before to do it with the kids, to be able to answer possible doubts of the students.

11. Time for self-preparation for the students

It would be interesting to have time before the course to do a little debate about what the kids know about the topic.

12. Assessment methods and evaluation of the course's efficiency:

Using pictures of harms and benefits of fire choose the ones are a good use of fire and ones are a bad use of fire.

13. Necessary equipment and special expertise: Computer for each student.

Description of the curriculum

1. Title of the course: All we need to know about fire

2. Organization/institution developed the course: Pau Costa Foundation

3. Topic of the course: Where fire can be set?

4. Age of targeted students: Primary students (8-12 years)

5. Methodology of the course:

How the work with children is planned and organized? What are the concrete methods and tools used? What are the general points need to be taken into consideration?

This course is planned to be completed using NHDPlay platform, doing it at class with the teachers and classmates. So it's necessary to have a computer for each student or small group.

What is the concept which should be presented to the principals?

Forest fires versus urban fires

What are the topics discussed during the course?

How fires ignite and spread both at forest ecosystems and urban environments.

6. What are expected learnings:

The aim of this topic is to learn the places that can be burned and to understand differences between forest fires and urban fires.

Which children's skills the course is developing:

Decision making.

Problem Solving.

Effective communication.

7. Content of the course:

This course has 2 subtopics: the first one is about wildfires and the places that are able to cause a wildfire in the forest and the way to spread, and the second is about urban fires and the places that are able to cause a fire in cities or buildings.

8. Resources used for the course (online resources, bibliography etc.)

(Here you need to provide all informational materials for the students and teachers used in the course)

Difference of high-density forest and low-density forest.

Horizontal and vertical continuity

Places that can cause a fire at home, streets, school...

Suggested activities

(They can be in the classroom, outdoor activities, games, academic activities, trips or other interactive activities)

Looking for news on the media with examples of fires and analyses the situations.

9. Time for work in classes 15 minutes (10 for the first topic and 5 for the second).

10. Time for self – preparation necessary for the teacher

It's important that the teacher could learn about this topic before to do it with the kids, to be able to answer possible doubts of the students.

11. Time for self-preparation for the students

It would be interesting to have time before the course to do a little debate about what the kids know about the topic.

12. Assessment methods and evaluation of the course's efficiency:

The exercise of the evaluation of this this course is short questions about the places that can be able to cause a wildfire or an urban fire.

13. Necessary equipment and special expertise:

Computer for each student.

Description of the curriculum

1. Title of the course: All we need to know about fire

2. Organization/institution developed the course: Pau Costa Foundation

3. Topic of the course: Fire types

4. Age of targeted students: Primary students (8-12 years)

5. Methodology of the course:

How the work with children is planned and organized? What are the concrete methods and tools used? What are the general points need to be taken into consideration?

This course is planned to be done using NHDPlay platform, doing it at class with teachers and classmates. So it's necessary to have a computer for each student or small group.

What is the concept which should be presented to the principals?

Fire propagation patterns

What are the topics discussed during the course?

The topics discussed during this course are the different types of wildfires, depending on the propagation pattern (wind, topography or fuel)

6. What are expected learnings:

To know the different types of fire and their behaviour, and to learn basic concepts about these types.

Which children's skills the course is developing:

Thinking in 3-D

7. Content of the course:

This course has 4 subtopics: the first one is about wind fires, the second one is about topography fires, and the third one about convective fires and the last one is about urban fires. In each type of fire there is an explanation about the characteristics of the fire and its complexity

8. Resources used for the course (online resources, bibliography etc.)

(Here you need to provide all informational materials for the students and teachers used in the course)

Pictures and brief comments of each type of wildfire.

Suggested activities

(They can be in the classroom, outdoor activities, games, academic activities, trips or other interactive activities)

Search on the map (google earth) different fire perimeters to analyse using news of the event.

9. Time for work in classes 15 minutes

10. Time for self – preparation necessary for the teacher

It's important that the teacher could learn about this topic before to do it with the kids, to be able to answer possible doubts of the students.

11. Time for self-preparation for the students It would be interesting to have time before the course to do a little debate about what the kids know about the topic.

12. Assessment methods and evaluation of the course's efficiency:

There is no evaluation.

13. Necessary equipment and special expertise: Computer for each student.

Description of the curriculum

1. Title of the course: All we need to know about fire

2. Organization/institution developed the course: Pau Costa Foundation

3. Topic of the course: Prevention measures

4. Age of targeted students: Primary students (8-12 years)

5. Methodology of the course:

How the work with children is planned and organized? What are the concrete methods and tools used? What are the general points need to be taken into consideration?

This course is planned to be done using NHDPlay platform, doing it at class with teachers and classmates. So it's necessary to have a computer for each student or small group.

What is the concept which should be presented to the principals?

Fire Prevention measures

What are the topics discussed during the course?

In this course the discussed topics are about different ways to prevent wildfires and urban fires.

6. What are expected learnings:

Learn what people can do to prevent wildfires.

Which children's skills the course is developing:

Understanding the world through questioning.

Developing self-awareness

7. Content of the course:

This course has 2 subtopics: the first one is about prevention for forest fires and what can we do to prevent wildfires and the second one is about prevention for urban fires and what can we do at home to prevent urban fires.

8. Resources used for the course (online resources, bibliography etc.)

(Here you need to provide all informational materials for the students and teachers used in the course)

Prevention measures list for forest fire (forest management, water point, safety areas) that can be linked with an image.

List with prevention advices at home (kitchen, electricity...)

Suggested activities

(They can be in the classroom, outdoor activities, games, academic activities, trips or other interactive activities)

Design prevention measures for their neighbourhood.

9. Time for work in classes 30 minutes

10. Time for self – preparation necessary for the teacher

It's important that the teacher could learn about this topic before to do it with the kids, to be able to answer possible doubts of the students.

11. Time for self-preparation for the students

It would be interesting to have time before the course to do a little debate about what the kids know about the topic.

12. Assessment methods and evaluation of the course's efficiency:

Using pictures choose good or bad decisions for prevention.

13. Necessary equipment and special expertise: Computer for each student.

Description of the curriculum

1. Title of the course: All we need to know about fire

2. Organization/institution developed the course: Pau Costa Foundation

3. Topic of the course: Self protection

4. Age of targeted students: Primary students (8-12 years)

5. Methodology of the course:

How the work with children is planned and organized? What are the concrete methods and tools used? What are the general points need to be taken into consideration?

This course is planned to be completed using NHDPlay platform, doing it at class with teachers and classmates. So it's necessary to have a computer for each student or small group.

What is the concept which should be presented to the principals?

Self-protection concept

What are the topics discussed during the course?

Different actions to protect against forest and urban fires have been discussed during this course.

6. What are expected learnings:

We know that fires will be always present, and we can't eradicate them. That's why it is important to be prepared.

7. Content of the course:

This course has 2 subtopics: the first one is about to be prepared in case of a forest fire and the second one is to be prepared in case of urban fire.

8. Resources used for the course (online resources, bibliography etc.)

(Here you need to provide all informational materials for the students and teachers used in the course)

Measures to be prepared in case of forest and urban fire.

Suggested activities

(They can be in the classroom, outdoor activities, games, academic activities, trips or other interactive activities)

Self-awareness

Problem solving

9. Time for work in classes 20 minutes

10. Time for self – preparation necessary for the teacher

It's important that the teacher could learn about this topic before to do it with the kids, to be able to answer possible doubts of the students.

11. Time for self-preparation for the students

It would be interesting to have time before the course to do a little debate about what the kids know about the topic.

12. Assessment methods and evaluation of the course's efficiency:

The evaluation exercise of this course is a short questionnaire about be prepared in case of fire.

13. Necessary equipment and special expertise: Computer for each student.**Description of the curriculum**

1. Title of the course: All we need to know about fire

2. Organization/institution developed the course: Pau Costa Foundation

3. Topic of the course: What to do in case of fire.

4. Age of targeted students: Primary students (8-12 years)

5. Methodology of the course:

How the work with children is planned and organized? What are the concrete methods and tools used? What are the general points need to be taken into consideration?

This course is planned to be done using NHDPlay platform, doing it at class with teachers and classmates. So it's necessary to have a computer for each student or small group.

What is the concept which should be presented to the principals?

Act in case of fire

What are the topics discussed during the course?

Different actions and guidelines to follow in case of fire are discussed during this course.

6. What are expected learnings:

To learn the emergency stage and guideline to stay safe.

Which children's skills the course is developing:

Self-awareness

Creative thinking.

Decision making.

7. Content of the course:

This course has 2 subtopics: the first one is about how to act in case of an emergency in forest and the second one is about how to act in case of an emergency at home or at the city.

8. Resources used for the course (online resources, bibliography etc.)

(Here you need to provide all informational materials for the students and teachers used in the course)

List of what to do in the different types of fire.

9. Suggested activities

(They can be in the classroom, outdoor activities, games, academic activities, trips or other interactive activities)

Organize and perform an Evacuation drill during a class.

10. Time for work in classes 30 minutes

11. Time for self – preparation necessary for the teacher

It's important that the teacher could learn about this topic before to do it with the kids, to be able to answer possible doubts of the students.

12. Time for self-preparation for the students

It would be interesting to have time before the course to do a little debate about what the kids know about the topic.

13. Assessment methods and evaluation of the course's efficiency:

In this course there are two different exercises. The first one is about to put in order some sentences about the emergency process in case of forest fire, and the second is a text about the emergency process in case of urban fire that the kids must to fill de gaps.

14. Necessary equipment and special expertise: Computer for each student.

Description of the curriculum

1. Title of the course: MeFiTu (Mediterranean forests, fire and you).

2. Organization/institution developed the course: Pau Costa Foundation

3. Topic of the course: Evolution of fire and wildfires in the Mediterranean ecosystem.

4. Age of targeted students: Primary students (8-12 years)

5. Methodology of the course:

How the work with children is planned and organized? What are the concrete methods and tools used? What are the general points need to be taken into consideration?

This activity is planned as 2 days formation. The first one is a little course to the teachers where an introduction to the concepts is made, to give some tools to the teachers to work this item with children.

The second day is a journey at school with students where 3 activities are planned.

What is the concept which should be presented to the principals?

It's a very interesting activity to raise awareness against wildfires, that is very important because we live in an area, the Mediterranean zone, that has been hosting wildfires along the history and with a high fuel charge and continuity.

What are the topics discussed during the course?

In this activity, the discussed topics is fire as a good or bad element (controlled and uncontrolled fire), history of fire and its importance in the human evolution, the influence of changes in landscapes to the uncontrolled fires and how we can minimize their effects and improve the vulnerability of our forest, and finally we introduce the concept of fire ecology and forest management.

6. What are expected learnings:

Express the importance of fire as an element associated with the lives of humans.

Identify and list the necessary for fire to occur.

Recognize the relationship between fire and the evolution of humanity.

Recognize the relationship between fire and Mediterranean forest ecosystems.

To understand the fire ecology concept and the importance of the forest management.

Which children's skills the course is developing:

Observe and express different natural and social phenomena that occur in the Mediterranean environment.

Recognize and apply measures that foster respect, care and preservation of the environment to improve people's quality of life.

7. Content of the course:

An audiovisual application that presents fire in its aspect of key element in a Mediterranean ecosystem in contrast to the concept of uncontrolled fire. Here, the concepts mentioned are explained through a look at history to understand the importance that the discovery of fire and its control had on the evolution of humanity. Everyday situations where controlled fire is involved are explained, and forest fires are given as an example of an uncontrolled fire: what their causes could be in relation to changes in the landscape, and how we can minimize their effect and improve the vulnerability of our forests. The concept of forest management is introduced, and the forest cycle is explained.

An interaction workshop with a controlled burning: Two forest scenarios are recreated based on the cardboard models of trees made by the students. One with a high density of trees (abandoned forest) and the other with a low density of trees (managed forest). The models are burned and, on the basis of the observation of the effects, the benefits of forest management are seen.

A field trip: this activity is in the afternoon to fix the concepts. There are two different activities: the first one with the engagement of local agents (forest defence groups or volunteer firefighters) that show to the children actions to manage the fire and to manage the forest, and the second one that are some different games about fire benefits to make learning more enjoyable

8.Resources used for the course (online resources, bibliography etc.)

(Here you need to provide all informational materials for the students and teachers used in the course)

Audiovisual presentation.

Suggested activities

(They can be in the classroom, outdoor activities, games, academic activities, trips or other interactive activities)

The proposed academic activities are based on acquiring concepts and learning in different phases, first with an explanation through an audiovisual activity, experimenting with and checking these concepts in a simulation of reality, through an activity of creating models and fire simulation. Finally, fixing the concepts in the mind by observing them in nature thanks to a field activity.

9.Time for work in classes

Half day for the teacher formation and an entire day for the activities with the children (from 10 to 17 hours).

10.Necessary equipment and special expertise:

It's necessary to have the presentation, material to do the burning scenario and different material for the field activities.

WHAT THE EARTQUAKE IS?

Description of the curriculum

1. **Title of the course:** Earthquakes
2. **Organization/institution developed the course:** University of Crete-
Natural History Museum of Crete
3. **Topic of the course:** What is an earthquake

4. Age of targeted students: 10-14 years old

5. Methodology of the course:

How the work with children is planned and organized? What are the concrete methods and tools used? What are the general points need to be taken into consideration?

Step 1: **Initial play of the game** only with the previous knowledge of the students

Step 2: **Presentation of the platform and the courses among the students.** The materials there are constantly opened and they can take a look as many times as they want and also to receives points and rankings.

Step 3: **Attendance required** – one lesson devoted per each a training course

Step 4: **Final play of the game.** Comparison with the results gained from Step 1

Step 5: **Evaluation** for receiving a feedback from the students and teachers.

Step 6: **Summary** of the whole project.

What is the concept which should be presented to the principals?

The concept is the increase of the knowledge and skills of primary and secondary school students to respond to emergencies such as natural and human-instigated disasters and crises, responding to the changing environment in Europe and based on modern approaches and social constructivism through the use of ICT-based tools.

What are the topics discussed during the course?

- Earthquake is a natural phenomenon
- History of Earthquakes. Myths and Earthquakes, Ancient Greek Philosophers
- Earthquakes strike suddenly and without warning
- What to do in case of Earthquake? What to do Before, During and After - Preparedness Measures at home and school

6. What are expected learnings:

- Learn that earthquake is a natural process.
- Learn the myths people figured out in order to explain earthquakes.
- Ancient Greek philosophers where the first who tried to explain earthquake scientifically.
- Learn that earthquakes cannot be predicted. But, we can take measures in order to protect ourselves and reduce damages and losses.
- Learn what to do before an earthquake, learn how to protect themselves during an earthquake, learn what to do after the earthquake.
- Children learn the protective measures and actions to take during an earthquake at school.

Which children's skills the course is developing:

- Learn about earthquakes, their myths and about the first approach by Ancient Greek Philosophers.
- Realize that earthquakes cannot be predicted.
- Get know to the measures in order to protect their selves and reduce damages and losses.

- Exercise themselves on what to do before an earthquake, during an earthquake, after the earthquake at school and home.

7. Content of the course:

In this course, in the first part of it “**Earthquake is a natural phenomenon**” it is first mentioned that earthquake is a natural phenomenon, a natural process of the Earth.

Then, in the second part “**History of Earthquakes. Myths and Earthquakes, Ancient Greek Philosophers**” there is a reference on the History of Earthquakes. We start with Greek mythology and Enceladus, since an earthquake in Greece is still often called a ‘tremble of Enceladus’. Then we mention myths of American Indians in southern California, myths of Japan and myths of Indian cultures where they believed that Earth was a giant platform, supported by eight mighty elephants. A reference on ancient Greek Philosophers is next since the first attempt to explain earthquakes, without reference to mythology, was made by the ancient Greek philosophers Aristotle and Thales from Miletus. Finally in this part there is a reference on tsunamis.

In the third part “**Earthquakes strike suddenly and without warning**” we focus on the fact that earthquakes cannot be predicted. But, we can take measures in order to protect ourselves and reduce damages and losses.

In the last part “**What to do in case of Earthquake**”? What to do Before, During and After

Preparedness Measures at school and home there is a reference on Preparedness Measures at Home and at School (before, during and after the earthquake)

8. Resources used for the course (online resources, bibliography etc.)

<http://race.nhmc.uoc.gr/en/downloads/mou/msk.html>

Suggested activities

Questions-answers, quizzes, matching games, educational game

9. Time for work in classes: 8 academic hours

10. Time for self-preparation necessary for the teacher: 4 academic hours

11. Time for self-preparation for the students: 4 academic hours

12. Assessment methods and evaluation of the course’s efficiency:

Discussion between the class and the teacher- Questions and answers session (questionnaire for students, teachers, parents, experts, policy makers).

13. Necessary equipment and special expertise: Computer

FLOODS

Description of the curriculum

- 1. Title of the course:** All we need to know about floods
- 2. Organization/institution developed the course:** Center for educational initiatives association;
- 3. Topic of the course:** Floods
- 4. Age of targeted students:** 8-12 years old

5. Aims of the course:

- To learn what kinds of floods exist, what are the main reasons for their occurrence and what are the potential harms of their occurrence;
- To learn what the prevention is, which activities are preventive and what is the effect of their implementation;
- To Learn how to get a flood notification and instructions on what to do;
- To learn why the evacuation is being done and how it should be done including basic evacuation rules and actions;
- To adopt the idea of creating a family emergency kit and what should be put inside;
- To learn from where preliminary information on flood actions can be obtained. Preliminary risk assessment and reproduction of the main actions in case of flood;
- To understand the basic things that need to be done in the event of a hazard or flood;
- To learn what are the most important measures to protect one's life and health and homes.

6. Description of the course: The course and all materials are developed and published on the online platform NHD Play. Floods can be the size of a major disaster or occur as a local phenomenon. In both cases, it is important for children to know the signs of potential danger and how to act adequately when there is a risk or a flood has already occurred. The course covers the following main topics:

- Types of floods;
- Prevention of the flood risk;
- Early warning systems for flood protection;
- Evacuation in case of flood;
- Emergency survival kit;
- Action plan in case of flood;
- What do we have to do before, during and after the flood;
- Protective measures;

7. Responsible for conducting the course: Teacher

8. Resources used for the course (online resources, bibliography etc.)
Educational platform, performed by the NHD play project, images, clips and sound files

9. Time for work in classes: 80 minutes/2 lessons;

10. Time for self – preparation necessary for the teacher: 60 minutes

11. Time for self-preparation for the students: Not required

12. Assessment methods and evaluation of the course's efficiency:
Discussion between the class and the teacher

13. Required equipment PC/tablet for each student

FIRST MEDICAL AID

Description of the curriculum

1. Title of the course: First Medical Aid

2. **Organization/institution developed the course:** Fondazione Hallgarten-Franchetti Centro Studi Villa Montesca
3. **Topic of the course:** First Medical Aid
4. **Age of targeted students:** 10-14 years old

5. **Methodology of the course:**

How the work with children is planned and organized? What are the concrete methods and tools used? What are the general points need to be taken into consideration?

The course is conceived as a dynamic educational activity where the basic concepts related to the 7 topics (described later in the document) are explained and taught with a participatory approach involving all participants. Assessment activities are foreseen for each topic – e.g. short answer or true/false tests – and will be performed through the use of the NHD Platform.

What is the concept which should be presented to the principals?

The concept is the building of knowledge and skills of primary and secondary school students in order to be able to respond to emergencies such as natural and human-instigated disasters and crises – also considering the aspects related to first medical aid - through the use of ICT-based tools.

What are the topics discussed during the course?

1. Burns
2. Nosebleeds
3. Choking
4. Cuts and scrapes
5. Objects in the eyes
6. Sprain
7. Call for help

6. What are expected learnings:

- Learn that accidents can happen during all kinds of activities.
- Understand the basic first aid outlines
- Learn what a first aid kit is and how to use what it contains
- Recognize different types of accidents that commonly occur
- Learn how burns can occur.
- Understand the differences between different degrees of burns.
- Understand what to do and what not to do in treating a burn.
- Understand when nose bleeding occurs
- Learn what to do and what not to do in case of nose bleeding
- Quickly recognize suffocation signals.
- Understand the common causes of suffocation related to the ingestion of food or other things/objects
- Learn what the Heimlich maneuver is, why it is important to save lives and how it can also be performed by a child
- Understand the differences between superficial and deep cuts
- Know the different steps for treatment, understand when it is necessary to contact a doctor
- Understand the consequences of having an object in the eye and the different degrees of gravity
- Learn what to do immediately to remove a small particle, if any
- Know what not to do and what to do when specialist support is needed
- Understand what a sprain is

- Learn to treat a sprain
- learn by heart the national emergency number to call in the event of an accident
- Be aware of the type of information that the operator will ask for when he is contacted for an emergency
- Learn the basics of emergency calls

Which children's skills the course is developing:

- Being able to apply basic first aid outlines
- Learn what a first aid kit is and how to use what it contains
- Being able to recognize different types of accidents that commonly occur
- Knowing how burns can occur, recognize different degrees of burns and their treatment
- Understanding when nose bleeding occurs and what to do and what not to do in case of nose bleeding
- Being able to quickly recognize suffocation signals.
- Knowing the common causes of suffocation related to the ingestion of food or other things/objects
- Know what the Heimlich maneuver is, why it is important to save lives and how it can also be performed by a child
- Understanding the differences between superficial and deep cuts and being able to apply the different steps for treatment
- Understanding the consequences of having an object in the eye and the different degrees of gravity
- Understanding what a sprain is
- Being able to treat a sprain
- Being aware of the type of information that the operator will ask for when he is contacted for an emergency

7.Content of the course:

- Introduction to First Aid

Accidents can happen in many ways, even unexpected ones, but there is always something that a child can do in order to help another kid in a safe way, acting as 'first aider'. A good starting point is to understand what a first medical aid kit is and how to use what is contained therein. In addition, it is important to know that some injuries are more common than others and to be able to recognize the related symptoms/manifestations

- Burns

Burns are easily to occur even in school environment – not only at home. There is something that a child can do to treat immediately a burn. In particular, it is important that children recognize which situation can lead to burn and how to act safely.

- Nosebleeds

Nose bleeding is a common fact, and it is important that a child knows what to do if it occurs to himself/herself or what to do in case a classmate is in need of assistance.

- Choking

Choking can easily occur at school – both during eat time and during other school times. It is important that children understand the symptoms of choking, directly observing what classmates are doing. At the same time, prevention is the first important thing, so students should learn that some objects and/or foods are more commonly associated with choking if swallowed. Children should also understand that they are not “useless” if someone is choking, but they are able to perform a version of the Heimlich maneuver that can help to save a life.

- Cuts and scrapes

Children should know that, even if most of the time a cut isn't a big deal, it is important to follow some steps in order to take the situation under control. In particular, it is important to underline that the situation of a cut can change and daily observation of a cut is needed to call a doctor – if needed.

- Objects in the eyes

Anything that gets in children's eye can cause pain and could damage the cornea. It is important that children learn what they can try to do in order to dislodge a small particle. Most important, students should learn that rubbing their eyes – a commonly gesture – should be avoided to not scratch the cornea and cause an infection.

- Sprain

Sprains can occur in many ways, and students should know what to do and what not to do in treating them.

- Call for help

Both in case student gives a first medical aid and in the case he or she is just an "observer", calling the emergency number is one mandatory action that can save a life. Students should know and memorize the emergency number, as well as understand what they will be asked for when calling the emergency line.

8. Resources used for the course (online resources, bibliography etc.)

(Here you need to provide all informational materials for the students and teachers used in the course)

<https://drive.google.com/drive/folders/1rYEPTFDboQEOUTJdEffOufED3kBnvKFq?usp=sharing>

9. Suggested activities

(They can be in the classroom, outdoor activities, games, academic activities, trips or other interactive activities)

Burns

- Kids will be shown images and will have to observe and select the ones that are most likely to cause burns;
- Test: True/False;

Nosebleeds

- Test: Complete the sentences with the right word;

Choking

- Heimlich Maneuver
- Kids will be shown images and will have to observe and select the one representing a person that is choking
- Kids will be shown images and will have to observe and select the one representing common objects that can cause choking if swallowed
- Test: Fill the empty spaces with the right words

Cuts and Scrapes

- Test: True/false

Object in the eyes

- Kids will be shown images and will have to observe and select the one representing what you can do if you have a small object/particle in an eye

Sprain

- Test: Complete the following sentences

Call for Help

- Short answer test

10. Time for work in classes: 2 hours

11. Time for self – preparation necessary for the teacher: 1 hour

12. Time for self-preparation for the students: 1 hour

13. Assessment methods and evaluation of the course's efficiency:

- Discussion between the class and the teacher
 - Questions and answers session (questionnaire for students)
- 14.Necessary equipment and special expertise:** PC/Laptop/Tablet

TRAFFIC RULES AND CAR ACCIDENTS

Description of the curriculum

- 6. Title of the course:** Traffic rules
- 7. Organization / institution developed the course:** Society and Safety Foundation
- 8. Topic of the course:** Safe road to the school and traffic rules
- 9. Age of the targeted students:** 8 - 12 years
- 5.Aims of the course:** Children to learn the correct and safe behaviour while they go to school; To know what the differences in rules are, when they are walking, going by car or bus to the school; To introduce basic knowledge about using seatbelts, safe crosswalks; To be able to recognize dangers on the road

6.Description of the course: The course and all materials are developed and published at the online platform NHD Play. Every child has its own experience in the interaction with the traffic and different knowledge about safety on the street. This part uses personal experience and through Q&A is presenting new knowledge and topics for discussions. Some of the questions are: every day you are going alone or with someone older than you to the school. How do you get there? What is the only color of the traffic light to cross the street safe? When you are in the school bus where do you have to be to travel safe? If you must cross the street after you get out of the bus, what is the right decision? When you travel to school by car where you have to be and what is the proper behavior?

Traffic rules are very important and must be respected, because otherwise many people may be injured and human lives lost in catastrophes caused, because they are breaking the traffic rules.

SAFETY RULES

1. Always follow the traffic rules. Often on the sidewalks there are parked cars. Take a look carefully, when you need to cross the road. When you need to cross a busy street it is better to wait more people to gather in a small group and to cross only when the traffic light is green. If there is not a traffic light only when there are not vehicles on the road or are on safe distance from you.
2. Do not ever run when you are crossing the street. Stop at the sidewalk, take a look carefully first on left, after that on right and then step into the crosswalk. Cross the road only when there are no cars around you.
3. When you cross busy crossroads with traffic lights do not hurry to get in the road as soon as the green light for pedestrians is on. Although the green light is on you need to look around in both sides, because there are always cars which are crossing in the very last moment on the red light and with high speed.
4. Do not cross between parked vehicles. The drivers cannot see shorter kid who try to cross between the cars and cannot be able to stop and protect it.

5. A lot of injured children and teenagers in moment of accident have been passengers in the cars driven by parents, friends and relatives. Then they are helpless victims. It is better to sit on the back seat. If your parents are not ensure you with toddler chair or seat with seatbelt, you should insist to sure your safety in the car. The older kids have to put on the regular car seatbelts.
6. If you are afraid of crossing the street, because of the many fast driving cars, ask for help someone older to take you to the other sidewalk.
7. After school on the way back home the kids usually start games on the road path or dangerously close to it. Do not join in these games, because you can get into and not be careful enough. Warn the other kids for the danger.
8. Always remind your parents that when you are in the car you have to be out of danger in case of accident.
9. When you are crossing the road in early morning or late evening, when is dark you should do it there where are street and/or traffic lights. It is the safest way and the drivers can see and protect you.

6.Responsible for conducting the course: Teacher

7.Resources used for the course (online resources, bibliography etc.)

Questions and answers; Images of different crosswalks, roads and situations on the street and online educational platform developed under the project NHD Play

8. Time for work in classes 40 minutes

9.Time for self-preparation necessary for the teacher 40 minutes

10.Time for self-preparation for the students it is not necessary

11. Evaluation: Discussion between the class and the teacher about safety rules

12. Necessary technical equipment computer for each student

Description of the curriculum

- 10. Title of the course:** All we need to know about the car accidents
- 11. Organization / institution developed the course:** Society and Safety Foundation
- 12. Topic of the course:** Car accidents and proper reaction if we are witnessing or victim of car accident.
- 13. Age of the targeted students:** 8 - 12 years
- 14. Aims of the course:** To learn about different types of car crashes. To understand the reasons for car crashes. Learn about the importance of the seat belt

6.Description of the course: The course and all materials are developed and published at the online platform NHD Play. Every child has its own experience in the interaction with the traffic and different knowledge about safety on the street. This part uses personal experience and through Q&A is presenting new knowledge and topics for discussions. Some of the questions are: every day you are going alone or with someone older than you to the school. How do you get there? What is the only color of the traffic light to cross the street safe? When you are in the school bus where do you have to be to travel safe? If you must cross the street after you get out of the bus, what is the right decision?

When you travel to school by car where you have to be and what is the proper behavior?

Traffic rules are very important and must be respected, because otherwise many people may be injured and human lives lost in catastrophes caused, because they are breaking the traffic rules.

SAFETY RULES

10. Always follow the traffic rules. Often on the sidewalks there are parked cars. Take a look carefully, when you need to cross the road. When you need to cross a busy street it is better to wait more people to gather in a small group and to cross only when the traffic light is green. If there is not a traffic light only when there are not vehicles on the road or are on safe distance from you.
11. Do not ever run when you are crossing the street. Stop at the sidewalk, take a look carefully first on left, after that on right and then step into the crosswalk. Cross the road only when there are no cars around you.
12. When you cross busy crossroads with traffic lights do not hurry to get in the road as soon as the green light for pedestrians is on. Although the green light is on you need to look around in both sides, because there are always cars which are crossing in the very last moment on the red light and with high speed.
13. Do not cross between parked vehicles. The drivers cannot see shorter kid who try to cross between the cars and cannot be able to stop and protect it.
14. A lot of injured children and teenagers in moment of accident have been passengers in the cars driven by parents, friends and relatives. Then they are helpless victims. It is better to sit on the back seat. If your parents are not ensure you with toddler chair or seat with seatbelt, you should insist to sure your safety in the car. The older kids have to put on the regular car seatbelts.
15. If you are afraid of crossing the street, because of the many fast driving cars, ask for help someone older to take you to the other sidewalk.
16. After school on the way back home the kids usually start games on the road path or dangerously close to it. Do not join in these games, because you can get into and not be careful enough. Warn the other kids for the danger.
17. Always remind your parents that when you are in the car you have to be out of danger in case of accident.
18. When you are crossing the road in early morning or late evening, when is dark you should do it there where are street and/or traffic lights. It is the safest way and the drivers can see and protect you.

6. Responsible for conducting the course: Teacher

7. Resources used for the course (online resources, bibliography etc.)

Questions and answers; Images of different crosswalks, roads and situations on the street and online educational platform developed under the project NHD Play

8. Time for work in classes 30 minutes

9. Time for self-preparation necessary for the teacher 40 minutes

10. Time for self-preparation for the students it is not necessary

11. Evaluation: Discussion between the class and the teacher about safety rules

12. Necessary technical equipment telephone with timer for detecting evacuation time.

- 1. Title of the course:** All we need to know about the car accidents
- 2. Organization / institution developed the course:** Society and Safety Foundation
- 3. Topic of the course:** What do we need to do if we are witnessing or are victim of car accident
- 4. Age of the targeted students:** 8 - 12 years
- 5. Aims of the course:** Children to learn about different types of car crashes. To understand the reasons for car crashes. To learn about the importance of the seat belt

6. Description of the course: The course and all materials are developed and published at the online platform NHD Play. The teacher says “we do not have magic powers and, we can't turn back time and prevent and avoid accidents, so it's important to follow the rules and to know what to do if we are witnessing or get into a road accident or car crash. But first we must know what the different types of car crashes, what is causing them and what can make people less injured if they get into the accident.” Then teacher is presenting the new information and knowledge, using the Platform or printed cards with symbols.

CAR CRASHES TYPES

- 1. Self-crash** - the driver loses control and crashes on the road or in the roadside. This is followed by a bump in a tree, rollover, and bump into different obstacles. This is a standalone disaster. In these cases, the situation depends on the driver who must take into account everything on the road - the stability of the car, driver's personal condition and not to forget that any deviation of attention or the steering wheel leaves the car without control
- 2. Frontal/ Direct impact** - a direct collision between two vehicles.
- 3. Hitting /impact/ people around and outside of the vehicle** - Pedestrian collision is included here. They are the most vulnerable participant in traffic and in an impact of over 30 km / per hour can seriously injure them. The majority of pedestrians are killed in the cities and villages.

10 MAIN REASONS FOR CAR CRASHES / ACCIDENTS:

1. Diffused and distracted driving

The major cause of road accidents is not alcohol, not stopping at red light or speed. Distracted drivers are the biggest cause of road accidents, because they are non-attentive - talking on the phone, texting or eating behind the wheel!

2. Fast driving

Many drivers ignore the speed limit and drive 10, 20 and sometimes 50 km / h over the speed limit. Speed kills and driving fast is the easiest way to cause a car accident! The faster you drive, the shorter your response time is and will not be able to prevent an eventual accident.

3. Driving on the influence of alcohol

When alcohol is used, the ability to concentrate and function normally is lost. It is very dangerous when the person behind the wheel is in this condition. Driving under the influence of alcohol causes car accidents every day which might be avoided.

4. Reckless driving

Failure to drive carefully can lead to an unnecessary car accident. This often happens to reckless drivers who move and change lanes too fast, or do not observe distance. Reckless drivers are often impatient with traffic, so be careful and be patient with aggressive drivers.

5. Rain

If the weather gets bad, so do the roads. Car accidents happen very often in the rain because the water creates a dangerous surface for cars, trucks and motorcycles and it is easy to lose control of the car. To avoid a car accident, drivers should be extremely careful when it is raining.

6. Not stopping on red traffic light

Red means everyone has to stop! Stopping does not lead to car accidents. Those who pass on a red traffic light are at risk of causing death. To avoid a car accident, it is necessary each driver and pedestrian to look in both directions for approaching vehicles while passing in green light.

7. Not stopping on STOP sign

Road signs should never be ignored, but when this happens, serious incidents occur. Thousands of car accidents happen every year, because drivers ignore the Stop sign. Many accidents such as rollovers and side-impact are the result of drivers who ignore the stop signs. It is necessary for each pedestrian and driver to look in all directions when passing through the Stop sign.

8. A young driver

Unfortunately, young drivers are known for their too high self-confidence and confidence in their driving skills. When teens drive, they don't always know what to do and lack of experience often leads to disaster.

9. Driving at night

Driving during the day can be dangerous, but driving at night almost doubles the risk of a car accident, because the visibility is reduced. It is necessary to drive at a slower speed.

10. Defect / damage in the vehicle

No product is perfect - cars are no different. Cars have hundreds of parts, which can be damaged anytime and can cause a serious car accident.

After the presentation of the information about types of car accident and the reasons for it, the teacher is playing a video and is asking the class to identify the dangerous behavior of the drivers and the pedestrians and are discussing about it.

Rules for avoiding of distractions are important to be known and the teacher is presenting them as rules which might be shared and discussed with the parents and avoided.

RULES FOR AVOIDING THE DISTRACTION

***Useful advices you might share with your parents**

When you're driving, only drive. Pull over if you need to talk on the phone, read directions, eat a snack, or mess with your iPod or CD player. It only takes a second or two of distraction to get into trouble, to miss that obstacle in the middle of the road or the car in front of you coming to a jarring halt. The last thing you want is your mind and hands busy when an emergency situation arises. This is important to keep yourself accountable, but it's also important to keep away from others that

aren't so careful. Giving driving 100% of your concentration will help you avoid the drivers that are texting, eating, or not really paying active attention.

Avoid driving at night. Most accidents happen at night or in the wee hours of the morning. Here's why:

- It is more difficult to see, regardless of the weather.
- You and other drivers are more tired. Your reaction times are slower, making driving overall more dangerous.
- You will have the greatest chance of meeting up with a drunk driver at night.

Don't text or talk on the phone while driving. If your eyes are on your phone or your thoughts are anywhere else other than on the road, you're more likely to get into an accident.

Try to avoid driving in bad weather. Inclement weather – be it fog, the wind, rain, or snow – means your car can't perform as normal and neither can the cars around you (regardless of how good a driver you are or those around you are). And even if no one is around you, you still run the risk of having a weather-related accident. Here's a few things to keep in mind:

- Always keep your windshield wipers going in the rain or snow
- Defrost your windshield to keep it from fogging up
- Turn on your headlights to help others to see you
- If possible, try to avoid driving in the snow at all, especially if your car is rear wheel drive. If you must go out in the snow, drive extra slow, use the brakes and gas pedal gently, and maintain an increased stopping distance.

Never get into a car with a drunk driver. It is always best to have a "designated driver." If someone you're with wants to drive and they've been drinking, don't let them or do not get in the car. There are taxis, public transport, and people you can call for assistance. There is no reason to drive when alcohol is on the scene.

Even one beer can alter the ability to drive safely.

Don't drive when you're tired, whether it's night or not. When you're tired, the reaction time is longer than usual. Your brain isn't working normally and you drive on autopilot. When that happens, you are more likely to put yourself in a dangerous situation without even realizing it.

Watch out for approaching emergency vehicles. These vehicles (primarily Fire Department vehicles and ambulances) can override the normal pattern of traffic signals in some circumstances. Even if your light is green, you shouldn't go. If you're in a situation where you're moving forward, move to the right onto the shoulder to let them pass. Emergency vehicles can only take control of intersection traffic lights if they are traveling in an emergency response mode – with all emergency lights activated and siren sounding. Once the emergency vehicle travels through the intersection, the traffic signal returns to its normal pattern.

SAFETY RULES IF YOU ARE IN A CRASHED VEHICLE

1. Check that are you and other passengers in the car injured. *If you are involved in a car accident, this can result in a serious injury. The first thing to do in such situation is to stop the car from moving. Then turn on the emergency lights and then take a quick look and review of the injuries caused by the crash. Try to stay calm and think about your own safety and the safety of others in the car. After examining yourself for injuries, if there are any say loudly to the elder person in the car where you were injured and whether blood is flowing. Then*

Speak with all the passengers in the car to find out if they are injured and if so, what are the injuries. If there are injuries, call 112 immediately and inform them for the number of people in the vehicle and their injuries. It is important to know that if there is someone in the car who is unconscious or has a major bleeding, then they are the most severely injured in the crash.

2. If there are multiple cars in the crash – If no one in your car is injured and it is safe for you to get out of the car, you can check with the other adult for the other victim's car. Safety is first, so the situation needs to be properly assessed. If it is safe for you and you see that there are injured people in the other car, you need to call 112 immediately. If there are no victims, but the road is blocked by your car or the other vehicle involved in the accident, you need to call the police to block the road and prevent secondary accidents.

DON'T LEAVE THE ACCIDENT IN ANY CIRCUMSTANCES!

6. Responsible for conducting the course: Teacher

7. Resources used for the course (online resources, bibliography etc.)

Images of car accidents, Video of different types of violating traffic rules, Video for crash accident and questions on it and online educational platform developed under the project NHD Play

8. Time for work in classes 3 school hours (3*45 minutes)

9. Time for self-preparation necessary for the teacher 40 minutes

10. Time for self-preparation for the students it is not necessary

11. Evaluation: Discussion between the class and the teacher, questions and answers.

12. Necessary technical equipment PC and multimedia projector