**Natural-Human Disasters Play**

**Intellectual Output 1**

**Holistic Training Educational Model**

**Spanish Report**

**1. Introduction**

The question of the security of the population in Europe over the last decade has become more and more relevant. Population lives under constant threat of natural and human-instigated disasters.

The findings of experts from leading international organizations strongly point out that, in the coming decades, we will have to deal with more intense extreme natural manifestations that will not be predictable. The actual human triggered climate change has contributed to the increment of these natural events such as floodings or wildfires. According to a Europol report of 2017, an increase in the risk of terrorist attacks and the impact of a larger proportion of Europe's population is foreseen due to the growing influence of jihadist radicals and the spread of this idea among EU citizens as well. Apart from that, in most European countries, an increment of criminality such as theft or murders have been detected. These two factors make European citizens lives too uncertain, making it extremely urgent to form a culture of good behavior in disasters and emergencies situations.

NHDPlay project focuses on children for two reasons. The first one is because they are probably the most vulnerable group against disasters and it is important to keep them safe and give them enough tools to train disasters reaction. The second one is because they are the society of the future; preparing kids to react in front of such events will mean that in a few decades society will be ready to properly face disasters.

**2. Aims**

The main aim of the present document is the compilation of good educational resources made in Spain regarding natural and human disasters and first aid. For each educational resource or tool found, a summary of it has been done to describe, analyze and assess the tool.

To complement the collection of good practices, different interviews to people related with education, politics and emergencies have been done.

The results of this document will be a part of the NHDPlay project and will be used to establish the state of the art regarding emergencies educational tools, as well.

**3. Educational tools about emergencies**

Seven different educational tools have been collected during the research phase. We have tried to choose variate resources such as songs, comics or educational programs to ensure that a wide range of tools appear in the report. Despite most of them are emergency focused, a few revolve around prevention. In the following paragraphs a brief description of resources found will be done.

There are 4 tools that focuses their efforts on improving children’s reaction in front of emergencies and disasters:

- Tool 1: Called Kids and CAT 112. A web-based game that train kids for disasters in general, both human and natural.

- Tool 3. Called Remember rhyming, which consist on 3 rap songs to learn emergency numbers. So, this tool focuses on emergencies in general.

- Tool 4: Risquet’s advices. A web comic developed by the Catalan administration that focuses on good practices against emergency situations.

- Tool 5: First aid game, which consist in a web-based game that focuses on first-aid.

About prevention there is tool 6, which consists on a classroom lesson developed by Pau Costa Foundation. The activity revolves around wildfire prevention. There is also another tool that combines prevention and emergencies called Let’s visit the fire station (Tool 2) which focuses on disasters in general, despite fire has more importance. The last one (Tool 7) is a guide book that help teachers and educators prepare their own educational activities in fire prevention.

We were able to find a wide range of tools dealing with emergencies and disasters, most of them are related with disasters in general, and only three of them focus on a specific natural event, wildfires. The reason is simple: fire is the main natural threat in Spain. Human disasters mainly talk about domestic and traffic accidents, but there is a lack of resources concerning terrorism or violence.

**3.1. Tool 1 – Kids and Cat 112**

**Part I: General information about the selected tool**

**Kind of research to which the tool is related**

Response to emergencies

**Denomination/Title of the tool**

|  |
| --- |
| Nens i CAT112 (Kids and CAT112) |

**Year of production**

|  |
| --- |
| 2011 |

**Language/es**

|  |
| --- |
| Catalan |

**Country of production**

|  |
| --- |
| Spain |

**Kind of tool**

**□** Ministerial Educational Program

**□** local/regional/national level or extracurricular activities

□ model of web awareness campaigns

X web tools indicating how to behave in case of disaster

□ cartoon

□ TV series

□ audio-seminar

□ video game

□ Edu-documentary

□ app for tablets and smartphones

□ web based edu-games

□ edu-blog

□ e-learning platform

□ video products

□ edu-video trailers

□ e-seminar

□ Mooc seminar

□ slideshows

□ web booklet

□ e-guide

□ web site

□ courseware

□ e-book

□ a-book

□ Flash Application

□ App for Android

□ App for Iphone/Ipad

□ Weminar

□ E-seminar

□ video spot

□ other (specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

**General aim of the tool**

□ Training for volunteers

□ Training for school teachers

□ Training for school staff

□ General information about the disaster

X Information about the correct behaviors in case of disaster

□ Information about the rules of preventions

X Education for students

□ General public awareness campaign

□ Scientific information about the disaster for adults

□ Scientific information about the disaster for children

□ Technical training for civil protection professionals

□ Other (specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Areas of impact**

X Natural disasters in general

X Anthropic disaster in general

□ Earthquakes

□ Floods

□ Tsunami

□ Volcanic eruptions

□ Meteorological disasters

□ Wildfires

□ Urban fires

□ Health disasters

□ Other (specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Brief description of the tool (in national language and in EN)**

|  |
| --- |
| Catalan government launched a simple computer game to teach children between 7 and 13 years how to react in front of natural and human disasters. The tool mainly focuses on the emergency number 112, but it also explains what to do while waiting for the emergency services. There are puzzles, memory games and joining disasters with the bodies that must act. There are some support videos explaining different reactions against a disaster.  El Gobierno Catalán diseñó un juego de ordenador simple para enseñar a los niños entre 7 y 13 años como actuar ante desastres humanos y naturales. La herramienta se centra principalmente en el número de emergencias 112, pero también explica qué hacer mientras se espera a los servicios de emergencias. Hay rompecabezas, juegos de memoria y juegos para relacionar desastres con los cuerpos de emergencias que deben actuar. También hay videos que muestran diferentes reacciones ante peligros. |

**Web address/link**

|  |
| --- |
| http://112.gencat.cat/ca/nens-i-CAT112/index.html |

**Users/target**

□ Volunteers

□ Civil protection professionals

□ Pre-primary educators

□ Primary school teachers

□ Secondary school teachers

□ University educative staff

X Pre-primary kids

X Primary school children

X Secondary school students

□ University students

□ School staff

□ General public

□ Other (specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Editor, Institution or Entity responsible of the production**

|  |
| --- |
| Catalan Government |

**Part II - Analysis of the Tool**

**Description of the aim of the tool and of its contents**

|  |
| --- |
| The main aim of this tool is teaching kids between 7-13 years how to react in front of a disaster through several games that put the user in a risk situation.  There are 4 different games:   * Puzzle: The user must ordinate the puzzle to find the correct process of actuation for the disaster. There are 6 disordered images that must be putted in the correct position. * Memory: There are pictures of emergency bodies and the kid must find its pair. Useful to learn emergency bodies. * Identification of risk situations: Kids must identify if the situations raised need the intervention of emergency bodies or not. There are several pictures of disasters and the user must drag them to the correct option. * Crosswords: Crosswords with emergency words.     There is also an extra game which consists on joining risk situations with emergency bodies. The user can select different risk situations and act as an emergency operator, selecting the bodies that must come to the disaster area. Disasters are a mountain accident, wildfire, home fire and car accident.    After finishing an intervention, the user can view a video about good practices in case of emergency. |

**Pedagogical/didactic strategy of the tool**

|  |
| --- |
| The didactic strategy is self-learning. Kids can enter to this web-site and they can find all materials and select the games that they want to play. It is possible that younger users need a little help at the beginning to get used with to the learning platform.  When children play one of the web games, they can make mistakes and correct them, so after several times they are able to properly identify risk situations, emergency bodies needed and how to act. |

**Part III – Assessment of the tool**

**Main successful characteristics**

|  |
| --- |
| The main strengths of this tool are:   * The high amount of risk situations provided. This allows an adequate practice in different risk scenarios and ensures a good capacity to react. * The fact that after completing an activity there is the chance to watch a video about risk situations actions. * The set of different games inside one make it more interesting for kids. * Synthetic and simple, but useful. The game does not go into details, but the it explains very clearly what to do in case of emergency. * The part of the game that consists on being an emergency operator is a potential tool. |

**Main points of weakness**

|  |
| --- |
| The main weaknesses of the game are:   * Sometimes is too easy for 13 years old kids. * There are some parts of the game that are not useful for a good reaction against a disaster (crosswords and memory game). * The game has a short extension, after 1 hour, a kid can complete all the game activities. |

**3.2. Tool 2 – Let’s visit the Fire Station**

**Part I: General information about the selected tool**

**Kind of research to which the tool is related**

Prevention and emergencies education

**Denomination/Title of the tool**

|  |
| --- |
| Visitem el parc (Let’s visit the Fire station) |

**Year of production**

|  |
| --- |
|  |

**Language/es**

|  |
| --- |
| Catalan |

**Country of production**

|  |
| --- |
| Spain |

**Kind of tool**

XMinisterial Educational Program

**□** local/regional/national level or extracurricular activities

□ model of web awareness campaigns

X web tools indicating how to behave in case of disaster

□ cartoon

□ TV series

□ audio-seminar

□ video game

□ Edu-documentary

□ app for tablets and smartphones

□ web based edu-games

□ edu-blog

□ e-learning platform

X video products

□ edu-video trailers

□ e-seminar

□ Mooc seminar

□ slideshows

□ web booklet

□ e-guide

X web site

□ courseware

□ e-book

□ a-book

□ Flash Application

□ App for Android

□ App for Iphone/Ipad

□ Weminar

□ E-seminar

□ video spot

□ other (specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

**General aim of the tool**

□ Training for volunteers

X Training for school teachers

□ Training for school staff

□ General information about the disaster

X Information about the correct behaviors in case of disaster

X Information about the rules of preventions

X Education for students

□ General public awareness campaign

□ Scientific information about the disaster for adults

□ Scientific information about the disaster for children

□ Technical training for civil protection professionals

□ Other (specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Areas of impact**

X Natural disasters in general

□ Anthropic disaster in general

□ Earthquakes

□ Floods

□ Tsunami

□ Volcanic eruptions

□ Meteorological disasters

X Wildfires

X Urban fires

□ Health disasters

□ Other (specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Brief description of the tool (in national language and in EN)**

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| --- |
| Educational program for primary children (8-12) and for teachers as well. Its aims are to explain what Firefighters do, fire prevention and what to do in case of emergency. The program is divided into three stages: Previous work before the visit, visiting a Fire station and work after the visit. There are some web-based supporting materials such as videos, summaries and teacher’s materials.  Programa educacional destinado a niños de primaria (8-12) y para profesores. Sus objetivos principales son explicar lo que hacen los bomberos, prevención de incendios y qué hacer en caso de emergencia. El programa se divide en 3 fases: trabajo previo a la visita, visita al parque de bomberos y trabajo posterior a la visita. A demás, hay material de soporte en la web como videos, resúmenes y material para los profesores. |

**Web address/link**

|  |
| --- |
| <http://interior.gencat.cat/ca/arees_dactuacio/bombers/visites_escolars_als_parcs_de_bombers/material_didactic_acompanyat_del_programari_convenient/cicle_mitja_i_superior_de_primaria/> |

**Users/target**

□ Volunteers

□ Civil protection professionals

□ Pre-primary educators

X Primary school teachers

□ Secondary school teachers

□ University educative staff

□ Pre-primary kids

X Primary school children

□ Secondary school students

□ University students

□ School staff

□ General public

□ Other (specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Editor, Institution or Entity responsible of the production**

|  |
| --- |
| Catalan Government. Firefighters of Catalonia. |

**Part II - Analysis of the Tool**

**Description of the aim of the tool and of its contents**

|  |
| --- |
| Visitem el parc learning program has three main aims:   * Learning about firefighters: Visiting the park children can see the trucks, the fire station, firefighters working, etc. This way children learn what they do and how they do their work. * Fire prevention: Kids learn basic notions about prevention by identifying dangerous situations and listening the firefighters presentation. * What to do in case of emergency: Firefighters advices, videos and exercises consisting on identifying emergency signals are the activities planned to achieve this target.   The content of the program can be divided into four parts:   * Work before the visit: Activities related with identification of risk situations, emergency and danger signals, preparation of a mural with situations that can start a fire, school tour identifying emergency signals, fire drill and preparing questions for the firefighters. * Visit at the fire station: For two hour the children visit the fire station, the vehicles and materials. Firefighters explain their activity, risk situations at home and at the forest, the number 112 and the reaction in case of fire. * Work after the visit: Activities such as supervising the emergency signals of the school, writing an article explaining things learned, designing an evacuation program, filling a questionnaire and identification of fire risk points at school are interesting in order to ensure a properly retention of contents explained during the visit. * Supporting materials: At home, kids interested in the topic can expand their knowledge visiting the web page of the program. They can find videos and summaries. |

**Pedagogical/didactic strategy of the tool**

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| --- |
| The pedagogical strategy consists on a first approximation to firefighters and fire prevention and emergency concepts. After that children develop this contents thanks to the fire station visit. To finish the program some consolidating activities are done at school with the teacher. There is also a self-learning method at the web-page with activities and videos. |

**Part III – Assessment of the tool**

**Main successful characteristics**

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| --- |
| The main strengths of this tool are:   * The impact that causes to kids seeing Firefighters in their station is a way to ensure a proper attention of children. * Practical activities such as the school tour to identify emergency signals are very useful to involve children in the learning process. * The preparation of the visit help children learning things about fire before the visit. For that reason, they can prepare questions for firefighters. * It is a program that tries to explain 3 different faces of fires: prevention, emergency and firefighters. For that reason, kids can develop an holistic view of the problem. * As long as there is a fire station in almost every town, it is easy to arrange a day that fits with teachers and firefighter’s agendas. |

**Main points of weakness**

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| --- |
| The main weaknesses of this tool are:   * The activity can be quite different depending on the firefighters that carry it on. * The activity may be canceled because of emergencies. * It is a long activity (at least a day). * Web page design is too formal for kids. |

**3.3. Tool 3 – Remember rhyming**

**Part I: General information about the selected tool**

**Kind of research to which the tool is related**

Emergency education

**Denomination/Title of the tool**

|  |
| --- |
| Recuerdarimando (Rememberrhyming) |

**Year of production**

|  |
| --- |
| 2017 |

**Language/es**

|  |
| --- |
| Spanish |

**Country of production**

|  |
| --- |
| Spain |

**Kind of tool**

**□** Ministerial Educational Program

**□** local/regional/national level or extracurricular activities

□ model of web awareness campaigns

□ web tools indicating how to behave in case of disaster

□ cartoon

□ TV series

□ audio-seminar

□ video game

□ Edu-documentary

□ app for tablets and smartphones

□ web based edu-games

□ edu-blog

□ e-learning platform

□ video products

□ edu-video trailers

□ e-seminar

□ Mooc seminar

□ slideshows

□ web booklet

□ e-guide

□ web site

□ courseware

□ e-book

□ a-book

□ Flash Application

□ App for Android

□ App for Iphone/Ipad

□ Weminar

□ E-seminar

□ video spot

X other (SONG)

**General aim of the tool**

□ Training for volunteers

□ Training for school teachers

□ Training for school staff

□ General information about the disaster

X Information about the correct behaviors in case of disaster

□ Information about the rules of preventions

X Education for students

□ General public awareness campaign

□ Scientific information about the disaster for adults

□ Scientific information about the disaster for children

□ Technical training for civil protection professionals

□ Other (specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Areas of impact**

□ Natural disasters in general

X Anthropic disaster in general

□ Earthquakes

□ Floods

□ Tsunami

□ Volcanic eruptions

□ Meteorological disasters

□ Wildfires

□ Urban fires

□ Health disasters

□ Other (specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Brief description of the tool (in national language and in EN)**

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| --- |
| Three 30 seconds raps to help children remember emergency numbers. Numbers are 091 to call the police, 061 in case of being injured and 112 for emergencies in general. The singer is a famous Spanish rapper, helped by some kids.  Tres canciones de rap para ayudar a los niños a recordar los números de emergencias. Los números son el 091 para llamar a la policía, 061 en caso de lesión i 112 para emergencias en general. El cantante es un famoso rapero español, ayudado por varios niños y niñas. |

**Web address/link**

|  |
| --- |
| 091 - <https://www.youtube.com/watch?v=7qOKbPybodY>  061 - <https://www.youtube.com/watch?v=yIoGK1hBPnQ>  112 - <https://www.youtube.com/watch?v=B_9V4tz47rk> |

**Users/target**

□ Volunteers

□ Civil protection professionals

□ Pre-primary educators

□ Primary school teachers

□ Secondary school teachers

□ University educative staff

□ Pre-primary kids

X Primary school children

X Secondary school students

□ University students

□ School staff

□ General public

□ Other (specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Editor, Institution or Entity responsible of the production**

|  |
| --- |
| Energy systems together with the rapper Arkano. |

**Part II - Analysis of the Tool**

**Description of the aim of the tool and of its contents**

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| --- |
| The aim of these rap songs is giving to kids an original tool to remember emergency numbers and how to use them depending on the situation. The idea was born because of the high number of kids that during summer stay alone at home while their parents are at work.  There are 3 songs:   * 061: It explains that they must call 061 if they get injured. There are sentences like “Si no hay nadie en casa y me hago daño no lo dudo, marco en mi telefono 061”, which means that “If I am home alone and I get injured, there is no doubt, I must call 061”. * 091: This rap explains what to do if you need the police. There are sentences like “Si estoy en casa y quieren entrar a robar, al 091 tendré que llamar” which means “If I am at home and someone wants to steal, 091 I will have to call”. * 112: This one talks about emergencies in general (fire, dangerous situations, etc). There are sentences like “Si veo que hay peligro y necesito escapar, deprisa al 112 tendré que llamar” which means “If I see some danger and I need to run away, quickly I call 112”. |

**Pedagogical/didactic strategy of the tool**

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| --- |
| It is a self-learning tool. Children can listen to the song by themselves. The song rhythms make the comprehension of the basic ideas much easier. |

**Part III – Assessment of the tool**

**Main successful characteristics**

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| --- |
| The main strengths of this tool are:   * The fact that the singer is a famous rapper allows a good spread among children. * It is an innovative way to prepare children for emergencies. * It does not go deeply in the topic, but the basic idea is very clear. * Songs are quite catchy. |

**Main points of weakness**

|  |
| --- |
| Some weaknesses of this tool are:   * It is not easy to find the videos on internet. * 061 and 091 songs are too similar, and it may cause confusion. * It is a great idea, but it is not developed enough. Songs could be longer, with more rhythms. * Emergency numbers are too much repeated without reason during the songs. |

**3.4. Tool 4 – Risquet’s advices**

**Part I: General information about the selected tool**

**Kind of research to which the tool is related**

Education about emergencies

**Denomination/Title of the tool**

|  |
| --- |
| Consells d’en Risquet (Risquet ‘s advices) |

**Year of production**

|  |
| --- |
| 2014 |

**Language/es**

|  |
| --- |
| Catalan, Spanish and English |

**Country of production**

|  |
| --- |
| Spain |

**Kind of tool**

**□** Ministerial Educational Program

**□** local/regional/national level or extracurricular activities

□ model of web awareness campaigns

X web tools indicating how to behave in case of disaster

X cartoon

□ TV series

□ audio-seminar

□ video game

□ Edu-documentary

□ app for tablets and smartphones

□ web based edu-games

□ edu-blog

□ e-learning platform

□ video products

□ edu-video trailers

□ e-seminar

□ Mooc seminar

□ slideshows

□ web booklet

□ e-guide

□ web site

□ courseware

□ e-book

□ a-book

□ Flash Application

□ App for Android

□ App for Iphone/Ipad

□ Weminar

□ E-seminar

□ video spot

X other COMIC

**General aim of the tool**

□ Training for volunteers

□ Training for school teachers

□ Training for school staff

□ General information about the disaster

X Information about the correct behaviors in case of disaster

□ Information about the rules of preventions

X Education for students

□ General public awareness campaign

□ Scientific information about the disaster for adults

□ Scientific information about the disaster for children

□ Technical training for civil protection professionals

□ Other (specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Areas of impact**

X Natural disasters in general

X Anthropic disaster in general

□ Earthquakes

□ Floods

□ Tsunami

□ Volcanic eruptions

□ Meteorological disasters

□ Wildfires

□ Urban fires

□ Health disasters

□ Other (specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Brief description of the tool (in national language and in EN)**

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| --- |
| This tool consists on short stories about a character called Risquet that explains how to act in different risk situations, both human and natural. Each story has 5 pages with a picture and a brief comment. Risk situations are: beach, hot waves, wildfire, celebrations with fireworks, crowded places, home accidents, flashfloods, chemical accidents, when it is snowing, strong winds, cold waves and earthquakes.  Esta herramienta consiste en una serie de historias cortas sobre un personaje llamado Risquet que cuenta cómo actuar en caso de situación de riesgo natural o humano. Cada historia tiene 5 páginas con una imagen i una breve explicación. Las situaciones de riesgo son: playa, olas de calor, incendios forestales, celebraciones con fuegos artificiales, lugares con mucha gente, accidentes caseros, inundaciones repentinas, accidentes químicos, cuando nieva, temporal de viento, olas de frio y terremotos. |

**Web address/link**

|  |
| --- |
| http://interior.gencat.cat/ca/arees\_dactuacio/proteccio\_civil/web-infantil/consells-per-a-nens/index.html |

**Users/target**

□ Volunteers

□ Civil protection professionals

X Pre-primary educators

X Primary school teachers

□ Secondary school teachers

□ University educative staff

□ Pre-primary kids

X Primary school children

□ Secondary school students

□ University students

□ School staff

□ General public

□ Other (specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Editor, Institution or Entity responsible of the production**

|  |
| --- |
| Catalan government. Home affairs department. |

**Part II - Analysis of the Tool**

**Description of the aim of the tool and of its contents**

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| --- |
| The aim of this tool is show to children how to act in case of disaster. There are 12 different short stories about a character that faces a risk situation. Risk situations are:   * Beach: Advices to avoid accidents. * Hot waves: Advices to keep a comfortable temperature at home. * Wildfires: What to do in case of wildfire. * Celebrations with fireworks: Safety use of fireworks. * Crowded places: Advices about how to behave in these situations. * Home accidents: Prevention and action once the accident has occurred. * Flashfloods: What to do when a flood is coming. * Chemical accidents: Self-protection against a chemical accident. * Snow storm: Advices about being safe in case of snow. * Strong winds: Simple advices about what not to do when there is a windy weather. * Cold waves: Advices about keeping a comfortable temperature. * Earthquakes: Good actions in case of earthquake. |

**Pedagogical/didactic strategy of the tool**

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| --- |
| Self-learning tool. Children can easily find the short stories on the internet and read them. It is entertaining and quick to read and learn the basic advices. |

**Part III – Assessment of the tool**

**Main successful characteristics**

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| --- |
| The main strengths of this tool are:   * There are a lot of different situations. * Advices are clearly separated between pages. * Actuation guidelines are very clear in each risk situation. * The protagonist of the stories is original and empathizes with children. |

**Main points of weakness**

|  |
| --- |
| Main weaknesses of the tool are:   * Web-page is too formal for kids. * Actually, some situations are not a disaster (beach, hot wave, celebrations with fireworks, crowded places, cold wave). They are maybe compromised situations. |

**3.5. Tool 5 – First Aid Game**

**Part I: General information about the selected tool**

**Kind of research to which the tool is related**

First Aid Education

**Denomination/Title of the tool**

|  |
| --- |
| El juego de los primeros auxilios (First aid game) |

**Year of production**

|  |
| --- |
|  |

**Language/es**

|  |
| --- |
| Spanish and Catalan |

**Country of production**

|  |
| --- |
| Spain |

**Kind of tool**

**□** Ministerial Educational Program

**□** local/regional/national level or extracurricular activities

□ model of web awareness campaigns

□ web tools indicating how to behave in case of disaster

□ cartoon

□ TV series

□ audio-seminar

X video game

□ Edu-documentary

□ app for tablets and smartphones

□ web based edu-games

□ edu-blog

□ e-learning platform

□ video products

□ edu-video trailers

□ e-seminar

□ Mooc seminar

□ slideshows

□ web booklet

□ e-guide

□ web site

□ courseware

□ e-book

□ a-book

□ Flash Application

□ App for Android

□ App for Iphone/Ipad

□ Weminar

□ E-seminar

□ video spot

□ other (specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

**General aim of the tool**

□ Training for volunteers

□ Training for school teachers

□ Training for school staff

□ General information about the disaster

□ Information about the correct behaviors in case of disaster

□ Information about the rules of preventions

X Education for students

□ General public awareness campaign

□ Scientific information about the disaster for adults

□ Scientific information about the disaster for children

□ Technical training for civil protection professionals

□ Other (specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Areas of impact**

□ Natural disasters in general

X Anthropic disaster in general

□ Earthquakes

□ Floods

□ Tsunami

□ Volcanic eruptions

□ Meteorological disasters

□ Wildfires

□ Urban fires

X Health disasters

□ Other (specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Brief description of the tool (in national language and in EN)**

|  |
| --- |
| Educational game that aims to train children for first aids. The game presents different scenarios (forest, beach, home, street) and in each one there are several accidents that the user has to solve applying first aids with the help of several brief explanations.  Juego educacional que tiene como objetivo enseñar a los niños primeros auxilios. El juego presenta diferentes escenarios (bosque, playa, casa, calle) i en cada uno de ellos ocurren algunos accidentes que el usuario tiene que resolver usando primeros auxilios con la ayuda de breves explicaciones. |

**Web address/link**

|  |
| --- |
| https://www.cruzroja.es/cre/2006\_7\_FR/matcurfad/juegoppaa/index.html |

**Users/target**

□ Volunteers

□ Civil protection professionals

□ Pre-primary educators

□ Primary school teachers

□ Secondary school teachers

□ University educative staff

□ Pre-primary kids

X Primary school children

X Secondary school students

□ University students

□ School staff

□ General public

□ Other (specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Editor, Institution or Entity responsible of the production**

|  |
| --- |
| Barcelona Province Government |

**Part II - Analysis of the Tool**

**Description of the aim of the tool and of its contents**

|  |
| --- |
| The aim of this game is to train children for first aids. There are four different scenarios, and in each scenario, there are some accidents. Kids must answer some questions to save the person in danger and read explanation about correct actions in case of accident:   * Forest: There is a person lost, a person that have had a heatstroke and a snake bite. * Beach: Jellyfish bite, insolation and a person drowning. * Home: Several domestic accidents (electrocution, cut with knife, kid that has ingested medicines and a burn with cookers. * Street: Traffic accident with a cyclist runned over, a crushed car and a person fainted.   Each accident follows the same pattern: a person is doing something and has an accident. Then, the user must read some advices and answer some questions about first aids to safe the injured person. The game doesn’t end till everyone is safe. |

**Pedagogical/didactic strategy of the tool**

|  |
| --- |
| Kids learn by doing. It means that they have unlimited chances to safe the person, but the game doesn’t end till the person has been saved. First, they read some first aid advices and after that they must apply knowledge acquired to safe the person. |

**Part III – Assessment of the tool**

**Main successful characteristics**

|  |
| --- |
| The main strengths of the game are:   * The variate sort of situations that the kid has to face ensures a good formation in first aids. * The staging of the situations is interesting and attracting. * Combination of firs aid advices and questions is a good way to test knowledge acquired. * Web page is attracting for kids. |

**Main points of weakness**

|  |
| --- |
| The main weaknesses of the tool are:   * Game pattern is always the same. Some situations could be different to make the game more dynamic. * Some of the accidents are not important, for example, a small cut on the finger. * Google Chrome does not support the game. |

**3.6. Tool 6 - Mefytu**

**Part I: General information about the selected tool**

**Kind of research to which the tool is related**

Education about fire prevention

**Denomination/Title of the tool**

|  |
| --- |
| MEFYTU – MEditerraneo, el Fuego Y TU  MEFYTU – Mediterranean, Fire and You |

**Year of production**

|  |
| --- |
| 2012 |

**Language/es**

|  |
| --- |
| Catalan, Spanish, English, Italian |

**Country of production**

|  |
| --- |
| Spain |

**Kind of tool**

**□** Ministerial Educational Program

X local/regional/national level or extracurricular activities

□ model of web awareness campaigns

□ web tools indicating how to behave in case of disaster

□ cartoon

□ TV series

□ audio-seminar

□ video game

□ Edu-documentary

□ app for tablets and smartphones

□ web based edu-games

□ edu-blog

□ e-learning platform

□ video products

□ edu-video trailers

□ e-seminar

□ Mooc seminar

□ slideshows

□ web booklet

□ e-guide

□ web site

□ courseware

□ e-book

□ a-book

□ Flash Application

□ App for Android

□ App for Iphone/Ipad

□ Weminar

□ E-seminar

□ video spot

□ other (specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

**General aim of the tool**

X Training for volunteers

□ Training for school teachers

□ Training for school staff

□ General information about the disaster

□ Information about the correct behaviors in case of disaster

X Information about the rules of preventions

X Education for students

□ General public awareness campaign

□ Scientific information about the disaster for adults

□ Scientific information about the disaster for children

□ Technical training for civil protection professionals

□ Other (specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Areas of impact**

□ Natural disasters in general

□ Anthropic disaster in general

□ Earthquakes

□ Floods

□ Tsunami

□ Volcanic eruptions

□ Meteorological disasters

X Wildfires

□ Urban fires

□ Health disasters

□ Other (specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Brief description of the tool (in national language and in EN)**

|  |
| --- |
| Mefytu is a Fire prevention educational program. It consists on visiting a school to make 3 different activities with the aim of teaching to children fire prevention. Activities are a classroom explanation about fire, burning of two experimental forest made of paper and a field trip to a near forest. Apart from that, training courses for volunteers or school teachers that want to be prepared to make a Mefytu has been done.  El Mefytu es un programa educacional en prevención de incendios. Consiste en hacer una visita en un colegio para hacer 3 actividades con el objetivo de enseñar prevención de incendios. Las actividades son una explicación en clase sobre el fuego, la quema de dos bosques experimentales hechos de papel y una salida de campo en un bosque cercano. A demás, se ha desarrollado un curso de preparación para aquellos profesores y voluntarios que quieran aprender a realizar el Mefytu. |

**Web address/link**

|  |
| --- |
| https://mefitublog.wordpress.com/ |

**Users/target**

X Volunteers

□ Civil protection professionals

□ Pre-primary educators

X Primary school teachers

□ Secondary school teachers

□ University educative staff

□ Pre-primary kids

X Primary school children

□ Secondary school students

□ University students

□ School staff

□ General public

□ Other (specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Editor, Institution or Entity responsible of the production**

|  |
| --- |
| Pau Costa Foundation |

**Part II - Analysis of the Tool**

**Description of the aim of the tool and of its contents**

|  |
| --- |
| The main aims of this tool are:   * Announce that wildfires are a natural perturbation of the Mediterranean areas. * Announce that Mediterranean forest are not natural. They used to be managed by humans. * Change the relation of society with the forest. * Announce forest management as a fire prevention tool.   Three activities compose Mefytu program:   * Explanation in the classroom: The trainer explains with the support of a Prezi presentation, fire history, fire uses, fire risks and forest management for fire prevention. Presentation is adapted for kids and there is an explanation story that should be followed. This part starts with the explanation of fire history and continues with fire uses, fire risks and forest management for fire prevention. The presentation may change depending on the schools, for instance, trainers try to introduce fire pictures near of the school area. * Burning of two experimental forest made of paper: Kids prepare paper trees with cardboard and newspapers. After that, at the school playground the trainers prepare two platforms with a slight slope to put the paper trees simulating a forest (sawdust and paper balls are added to simulate grass and shrubs). One of the platforms simulates a non-managed forest, and the other one a managed forest. Then, trainers light a fire in both scenarios and kids realize that non-managed forest burned completely, and managed forest do not burn.   Image result for mefitu   * Field trip: This activity may be very different in function of the school surroundings. There are several options such as visiting a burnt forest, forestry works, firefighters…   There is also a training course for teachers or volunteers that want to learn to do a Mefytu, which can be considered training for trainers. |

**Pedagogical/didactic strategy of the tool**

|  |
| --- |
| The strategy followed by Mefytu program is involving children in forest management. It is important that they realize that they can do something to help. Trainers drive the activity always asking questions to the students, in order to keep their attention, and the supporting material, such as the prezi presentation, is attracting for kids. The idea is that a wolf called Mefytu explains the information. |

**Part III – Assessment of the tool**

**Main successful characteristics**

|  |
| --- |
| The main strengths of mefytu are:   * Combination of theoretical and practical activities. It is good because kids can test by themselves what they learn. * Attracting prezi presentation, with a well-connected story between slides. * Trainers ask children during all the presentation to involve them on the explanation. They feel they can contribute. * Burning activity has a big capacity to draw the attention of students and impress them. They remember the activity thanks to the burning. * The presentation varies a little bit in function of the part of the territory were the school is located. * Explanation can be adapted depending on the age of students. * The field trip serves as a complement of the activities done at school. |

**Main points of weakness**

|  |
| --- |
| The main weaknesses of mefytu are:   * Maybe it is a long activity. It is difficult to keep the attention of kids at the end. * The field trip can be more interesting depending on the site visited. Sometimes it has to be suppressed because there is no chance to visit a burned forest or forestry works near of the school. * There is a different attitude of children depending on the surroundings of the school. At small town with forest schools children participate more than in big cities schools. |

**3.7. Tool 7 – Avoid fire…diversity is life**

**Part I: General information about the selected tool**

**Kind of research to which the tool is related**

Fire prevention training for teachers

**Denomination/Title of the tool**

|  |
| --- |
| Evita el fuego… la diversidad es vida (Avoid fire… diversity is life) |

**Year of production**

|  |
| --- |
| 2009 |

**Language/es**

|  |
| --- |
| Spanish |

**Country of production**

|  |
| --- |
| Spain |

**Kind of tool**

**X** Ministerial Educational Program

**□** local/regional/national level or extracurricular activities

□ model of web awareness campaigns

□ web tools indicating how to behave in case of disaster

□ cartoon

□ TV series

□ audio-seminar

□ video game

□ Edu-documentary

□ app for tablets and smartphones

□ web based edu-games

□ edu-blog

□ e-learning platform

□ video products

□ edu-video trailers

□ e-seminar

□ Mooc seminar

□ slideshows

□ web booklet

□ e-guide

□ web site

□ courseware

□ e-book

□ a-book

□ Flash Application

□ App for Android

□ App for Iphone/Ipad

□ Weminar

□ E-seminar

□ video spot

X other ( educational guidlines)

**General aim of the tool**

□ Training for volunteers

X Training for school teachers

□ Training for school staff

□ General information about the disaster

□ Information about the correct behaviors in case of disaster

□ Information about the rules of preventions

□ Education for students

□ General public awareness campaign

□ Scientific information about the disaster for adults

□ Scientific information about the disaster for children

□ Technical training for civil protection professionals

□ Other (specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Areas of impact**

□ Natural disasters in general

□ Anthropic disaster in general

□ Earthquakes

□ Floods

□ Tsunami

□ Volcanic eruptions

□ Meteorological disasters

X Wildfires

□ Urban fires

□ Health disasters

□ Other (specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Brief description of the tool (in national language and in EN)**

|  |
| --- |
| Document that teachers can follow as a guideline to develop their own educational program on fire prevention. Three axes sustain this program: web portal (materials and games for teachers and kids), presential activity (work with a specialized trainer) and collaborative work (results).  Documento que los profesores pueden seguir para desarrollar sus propios programas educativos en prevención de incendios. Tres ejes sustentan el programa: portal web (materiales y juegos para profesores y alumnos), actividad presencial (con el apoyo de un formador) y trabajo colaborativo (resultados). |

**Web address/link**

|  |
| --- |
| Web - <https://www.mapa.gob.es/es/desarrollo-rural/temas/politica-forestal/incendios-forestales/prevencion/evita_el_fuego.aspx>  Training for teachers - <https://www.mapa.gob.es/es/desarrollo-rural/temas/politica-forestal/dossier_didactico_docentes_tcm30-153329.pdf> |

**Users/target**

□ Volunteers

□ Civil protection professionals

□ Pre-primary educators

X Primary school teachers

X Secondary school teachers

□ University educative staff

□ Pre-primary kids

□ Primary school children

□ Secondary school students

□ University students

□ School staff

□ General public

□ Other (specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Editor, Institution or Entity responsible of the production**

|  |
| --- |
| Spanish Government. Agriculture, Fishery and Food Ministery. |

**Part II - Analysis of the Tool**

**Description of the aim of the tool and of its contents**

|  |
| --- |
| The aim of this tool is providing to teachers a guideline to develop their own educational program with the help of web-page contents and a trainer. Once prepared, the program must be oriented on teaching fire prevention and raising awareness about biodiversity lost in wildfires. As mentioned above, this tool has 3 parts:   * Web page: There are several resources distinguishing primary and secondary teachers. Some of these resources are related with forests, fire risk, forest exploitation, wildfires and professionals working on fire extinction. This part would be the initial part. * Presential activity: The teacher with their students talk about what they have learned during the previous activities. There is the chance to be helped by a specialized trainer in fire prevention. There is a conversation with the teacher, presentation of work done and discussion to improve it. It would be the second part. * Conclusions and results: Students finish with the presentation of results after the discussion (what they have learned).     After that, the teacher can assess the activity in order to determine positive and negative activity proceedings. |

**Pedagogical/didactic strategy of the tool**

|  |
| --- |
| It is an educational program for teachers and kids. Teachers must learn how to develop the activity and children must learn contents provided. There are on-line resources, presential activities (with the help of an expert if needed) and discussions to ensure a good comprehension of the topics. |

**Part III – Assessment of the tool**

**Main successful characteristics**

|  |
| --- |
| Main strengths of this tool are:   * Detailed manual to help teachers in their training process. * Possibility to be assisted by a professional trainer during the activity with the students. * Discussion during activities ensures a proper learning of concepts. * It is an open activity, so teachers can prepare it their way and adapt it in function of the students. * This educational program faces wildfires problem not only from an anthropogenic view, but also from a biodiversity view. |

**Main points of weakness**

|  |
| --- |
| The main weaknesses of this tool are:   * Web-page resources are not organized enough. * It takes a lot of time to prepare the activity from zero. * Proposed games are too simple, they should be more complicated. |

**4. Interviews**

Interviews to experts in emergencies and education have been carried out. We prepared 9 questions that follow a same line: educational tools in emergencies.

There are 3 interviews and 4 people interviewed:

-Interview 1. Two people from Tarragona province. They are environmental and emergencies technicians.

- Interview 2. The director of home affairs department in Girona province. Experimented politician.

-Interview 3. CUIDAR project team in Spain. It was a H2020 project consisting on children participation in disasters situations.

**4.1. Environmental and emergencies technicians of Tarragona province**

**Could you please explain the behaviour to be followed in case of disaster/emergency when there are children involved?**

We cannot. We do not have behaviour patterns splitted in function of population groups. But we propose the following protocol.

In case that there is an emergency plan with emergency responsible:

* Identify the reference adults in places with children.
* Reference adult’s formation.
* The main communication channel would be using a megaphone by emergency professionals.
* The adult in charge must take care of most vulnerable kids.

When there is no emergency plan:

* The main communication channel would be using a megaphone by emergency professionals.
* Adult in charge must take care of children and manage their fear.
* Adult must try to contact with emergency bodies and give them their location.

**What are the activities of your organization to prepare children against disasters? Could you please write a brief description of one of them?**

Nowadays we do not carry out any specific activity to prepare children against emergencies. However, this year we have started doing MEFYTU at primary schools.

**What kind of disaster or emergency do you work with your activities (wildfires, flooding, terrorism, first aids…)?**

We use Mefytu to talk about wildfires.

**What are the aims that your activities are trying to achieve (prevention, behaviour in case of accident…)?**

Mefytu aims to sensitize the educational community in front of wildfires and the need of managing the forest.

**Do you have indicators to assess the efficiency of your activities? Which ones?**

We make a qualitative follow-up in different centres. We ask for activities that they do concerning emergencies and their opinion. This way we know what is properly working and what do not.

**Are your activities well-known among students and population?**

Children are the students of the activity.

**Do you think that your activities could really help children being successful in case of disaster?**

At least it enhances the current situation. Nowadays there is an absolute unknowledge.

**Do you have different guidelines for children with special needs? Which ones?**

Yes. We mentioned them at first question.

**Could you mention please what kind of learning tools do you think that are more useful to train children in emergencies and disasters (games, videos, songs, stories, educational activities, emergency drills…)?**

1. Knowing the risk and good behaviour while playing:

- Working with songs that talk about emergencies (ex. Enola Gay).

- Learning videos in the classroom.

- Interactive resources.

- Experimental workshops, were children do something and reflect after about their actions.

- Field trips.

2. Emergency drills

**4.2. Home affairs department director of Girona province**

**Could you please explain the behaviour to be followed in case of disaster/emergency when there are children involved?**

Preserve and protect the children, they are a very vulnerable group.

**What are the activities of your organization to prepare children against disasters? Could you please write a brief description of one of them?**

In the field of civil protection, we have gone several times to schools in order to explain what to do in case of different accidents.

**What kind of disaster or emergency do you work with your activities (wildfires, flooding, terrorism, first aids…)?**

All of them, wildfires, first aids, violence…

**What are the aims that your activities are trying to achieve (prevention, behaviour in case of accident…)?**

Prevention is the most important. But we also work on minimizing harmful effects when a sinister occurs.

**Do you have indicators to assess the efficiency of your activities? Which ones?**

We do not have objective indicators. But it is quite clear that a quick solution of the sinister and minimizing its effects usually gets reflected in the media.

**Are your activities well-known among students and population?**

Some of them are well-know, but unfortunately there is a general unknowledge among population about emergencies management.

**Do you think that your activities could really help children being successful in case of disaster?**

All population, children included should know what to do in case of emergency. However, we are very far to achieve that.

**Do you have different guidelines for children with special needs? Which ones?**

Self-protection plans consider different guidelines for people with special needs.

**Could you mention please what kind of learning tools do you think that are more useful to train children in emergencies and disasters (games, videos, songs, stories, educational activities, emergency drills…)?**

It depends on the age. The idea is to find the appropriate activity or tool in function of the age, so they can interiorise the appropriate knowledge.

**4.3. CUIDAR project Spanish team**

**Could you please explain the behaviour to be followed in case of disaster/emergency when there are children involved?**

It depends on disaster type, emergency, geographical context, relationship with children (teacher, parents…). It also depends on children characteristics (age, language, disabilities) and their previous knowledge about disasters.

It is important that children participate in self-protection plans elaboration and work with them all emergency stages (before, during and after). Adults should know these plans and what is expected from them in critical situations.

Depending on the disaster or emergency there are different protection guidelines (confinement, call 112, evacuation…), but plans must be adapted to the environment (school, home, public facilities, public space…).

**What are the activities of your organization to prepare children against disasters? Could you please write a brief description of one of them?**

We are a research group and we do not prepare activities. However, we have been part of an European project about children participation in disasters situations (H2020, CUIDAR project). We made participatory activities for children in 5 countries. During the activities children could determine the risk that they wanted to work on, prepare management proposals on this risk and elaborate a communication plan for authorities. During all the process kids were assisted by professionals and trainers.

Materials prepared: methodology tools, European framework, policy advices…They serve to any person that wishes to start participatory processes about emergencies with children.

**What kind of disaster or emergency do you work with your activities (wildfires, flooding, terrorism, first aids…)?**

CUIDAR project can be applicated in any kind of disaster. But as a Spanish partner we were asked to focus our efforts on wildfires, chemical risk and earthquakes. Other partners worked on flooding, landslides, urban fires, storms and heat and cold waves.

**What are the aims that your activities are trying to achieve (prevention, behaviour in case of accident…)?**

The main aim to increase children’s resilience in front of critical situations. That is why we decided to work with them considering prevention, emergency and recuperation.

A key point was the feeling management during the emergency stage. We found out that a good comprehension of the emergency cycle is a proper way to improve feeling management. Children asked for more information: more talks, communication campaigns, participation on self-protection plans…

**Do you have indicators to assess the efficiency of your activities? Which ones?**

The aims of the project did not include results assessment. Nevertheless, we ask the student to complete a brief assessment. They appreciated the opportunity of being included in risk management issues and the dynamic activities outside educational centres.

**Are your activities well-known among students and population?**

Part of the participatory process was related with encouraging children, youth and adults to set up new initiatives aimed at promoting the participation of children in the field of disasters and emergencies. We are aware that they are starting to launch new activities in this line in some of the territories were we worked.

**Do you think that your activities could really help children being successful in case of disaster?**

We have not had the opportunity to test the impact of the project on the children because they have not faced any disaster after it.

**Do you have different guidelines for children with special needs? Which ones?**

In Spain, we assumed that disabilities were part of the intrinsic diversity of childhood. Only in few specific cases we received special indications from teachers or parents. Greek partners worked specifically disabilities such as deafness and blindness. They pointed out the importance of developing learning materials understandable to everybody. Children with special needs are usually forgotten and we need to work a lot with them in order to improve their situation.

**Could you mention please what kind of learning tools do you think that are more useful to train children in emergencies and disasters (games, videos, songs, stories, educational activities, emergency drills…)?**

Children prefer interactive, participative, creative and practical activities. During CUIDAR project, kids asked for more emergency drills. They valuated positively talks with people who survived a critical situation and visits to emergency management places. In general terms, activities that involve children in the learning process are more effective.

**5. Conclusions**

**5.1. Educational tools**

Main strengths:

- There are plenty of natural risks that tools of this document try to face.

- There is a wide variety of tools (educational programs, comics, songs, games…).

- All the tools or activities are practical. That ensures a good comprehension of the rules in case of critical situation.

- Trainers have a key role in educational programs by assisting teachers (They are more specialized in emergencies).

- Most of tools prioritize disaster prevention rather than the emergency stage.

- Tools usually combine a small part of theory with a bigger part of questions, games or practical activities.

- All the tools are adapted to their target group. Some of them have different activities prepared in function of the age of the children.

Main weaknesses:

- Some tools are too simple, or they do not have a proper extension. They do not go deeply into the emergency process.

- Usually, Web pages are too formal or not organized enough for kids.

- Town geographical context (small town, big city, rivers, forests…) is a factor that usually is not considered when preparing an activity for children.

- Most of tools focus on children training, but only a few of them are prepared for teachers.

- Children with disabilities do not have any tool to improve their reaction capacity according with their needs.

- Human-instigated disasters tools are not developed.

- There is a wide list of educational tools in emergencies, but there is no system to know if they have accomplished their aims or not. Before preparing a new tool, it is important to think the aims and make sure that they will be achieved.

**5.2. Interviews**

- Children is probably the most vulnerable groups when facing a disaster. Interviewed people agrees that adults have a basic role, taking care of them and managing their feelings. However, it is important to mention here that the emergency process may vary in function of the emergency or disaster, the relation among the adult and the children, the geographic context and children characteristics.

- In Spain, most of educational programs are carried out by public institutions. Most of them consist on a school talk about a disaster or emergency.

- Kids are not usually part of the emergency plan preparation. CUIDAR project worked on that asking children for their priorities.

- Wildfires are the disasters on which people is more concerned about in Spain. Most of tools and educational activities revolve around wildfires, despite the presence of tools working on other critical situations.

- We do not know if educational tools can really help children being successful during a disaster, but at least, they spread among students can enhance the current unknowledge situation.

- Interviewed people believe that prevention is the most important phase of the emergency cycle. However, we cannot forget the emergency and the recuperation in order to build a disaster resilient society.

- Assessment of tools is not objective and qualitative. To properly test knowledge acquired we should be able to determine the success after a disaster.

- Educational tools and emergency plans are not well-known among population, but projects such as CUIDAR are already trying to change it.

- Despite children with disabilities are included in civil protection plans, they are only included as intrinsic diversity of childhood.

- All tools are useful, but it is important to find the appropriate tool depending on the age. Emergency drills and talks of disaster surviving people are the most demanded activities by children.