IO.1 Holistic training educational model

This intellectual output is an in-depth analysis of the training approaches on topics related to the formation of a culture of action in natural and human-induced crises in children and students from primary and secondary school. The study has taken place in two stages, each of which have addressed different aspects of the topic:

1. Exploring situation and searching good practices for teaching children and students about reaction caused by natural - human disasters. The study has conducted in the four countries, and a common methodology for its implementation has developed, for each partner organization.

2. Conclusion. A final analysis summarized and classified all the findings and recommendation toward the project implementation. The final report pointed out also methodological basis for any subsequent decisions and solutions toward the successful achievement of the outlined goals and objectives.

Italian Report

The Italian Report is divided into 2 parts. The first one is dedicated to the tools and the methodologies regarding training in matters of human e natural disaster; this information was collected by researchers during a desk analysis. The second one is related to the opinion of 3 main actors in the matters of training regarding human and natural disaster, the opinions of the actors were collected during 3 interviews. In the first one, the researchers selected, collected and described some training or dissemination tools concerning natural or human-made disasters. This first part indicates that on the topic of natural or human-made disasters, attention has grown in the last years. In fact, most of the tools described have been recently produced. Or it has been updated in recent years. Furthermore, it is possible to observe that the selected instruments are very different each other. Today, there are a lot of tools that exploit all the different possibilities of approach to the beneficiaries of training and information transfer. Concerning the second part of the Report, we could underline that in Umbria Region, situated in the center of Italy, there is a deep attention on the topic of training in the field of disasters. This derives from the fact that central Italy is often affected by natural events such as earthquakes. From the answers of the interviews, it emerges that after the last earthquakes, the training of school staff on the topic of disasters has grown considerably.

Part I: General information about the selected tool

1) Denomination/Title of the tool

Anch'io sono la protezione civile- I am also Civil Protection

Year of production

2018

Language/es

Italian

Country of production

Italy

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

X other: Summer school

General aim of the tool (selected as many as appropriated)

☐ Training for volunteers

☐ Training for school teachers

☐ Training for school staff

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

☐ Wildfires

☐ Urban fires

☐ Health disasters

☐ Other (specify)___________________________

Brief description of the tool

Anche ion sono 'Protezione Civile'-'I am also Civil Protection' is a Summer School. It is reserved to children between 10 and 16 years.

For the 2018 edition there are about 300 fields created by the Department of Civil Protection in collaboration with Regions, National and Local Volunteering Organizations and with the support of numerous components and operational structures of the National Service.

The aim of the initiative is to make children aware of the active role that everyone can play in protecting the environment, the territory and the community.

Among the training objectives of "I am also civil protection" there are:
-to encourage the protection of forest and natural heritage;
-to contribute to the prevention of natural risks;
- to promote knowledge of the tasks of the National Service;
-to raise the awareness among young people about the importance of municipal emergency plans.

Web address/link

http://www.protezionecivile.gov.it/jcms/it/view_new.wp?contentId=NEW69053

Users/target (selected as many as appropriated)

☐ Volunteers

☐ Civil protection professionals

☐ Pre-primary educators

☐ Primary school teachers

☐ Secondary school teachers

☐ University educative staff

☐ Pre-primary kids

☐ Primary school children

XSecondary school students

☐ University students

☐ School staff

☐ General public

☐ Other (specify)___________________________

Editor, Institution or Entity responsible of the production

Dipartimento per la Protezione Civile- Presidenza del Consiglio dei Ministri.

Part II - Analysis of the Tool

Description of the aim of the tool and of its contents

The general objectives of "I am also civil protection" are:
-to encourage the protection of forest and natural heritage;
-to contribute to the prevention of natural risks;
- to promote knowledge of the tasks of the National Service;
-to raise the awareness among young people about the importance of municipal emergency plans.

Pedagogical/didactic strategy of the tool

The game is the teaching method identified to communicate with the youngsters and to favor the dynamics of confrontation, exchange and growth. Entertainment and training are therefore the key words of the school camps, which offer children fun activities, but also a dense educational program dedicated to the knowledge of the Civil Protection System and, in particular, of the municipal emergency plans and the territory.

Naturally, in the course of the school camps, volunteer organizations also have the opportunity to bring young people closer to the knowledge of the daily activities they perform in the service of the territory.

Part III – Assessment of the tool

Main successful characteristics

The Project has involved, trained and informed over 40 thousand young people between 10 and 16 years.
The children can meet those who work daily in civil protection: the Fireman; the Police Forces; the volunteers of 118; the Italian Red Cross; as well as naturally the representatives of Municipalities, Regions and numerous other actors of the National Civil Protection Service.

Main points of weakness

It is a summer activity; winter sessions should also be provided

Part I: General information about the selected tool

Denomination/Title of the tool

Io non rischio – I don’t take risks

Year of production

2018

Language/es

Italian/English

Country of production

Italy

Kind of tool

X Ministerial Educational Program

☐ local/regional/national level or extracurricular activities

X 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

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 (selected as many as appropriated)

☐ Training for volunteers

☐ Training for school teachers

☐ Training for school staff

☐ Information about the correct behaviors in case of disaster

X Information about the rules of preventions

☐ Education for students

X General public awareness campaign

X Scientific information about the disaster for adults

XScientific information about the disaster for children

☐ Technical training for civil protection professionals

☐ Other (specify)___________________________

Areas of impact

XNatural disasters in general

☐ Anthropic disaster in general

X Earthquakes

X Floods

X Tsunami

XVolcanic eruptions

X Meteorological disasters

☐ Wildfires

☐ Urban fires

☐ Health disasters

☐ Other (specify)___________________________

Brief description of the tool

Io non rischio – I don't take risks is a national communication campaign on best practices of civil protection. But before that, **Io non rischio – I don't take risks** is an intention, an exhortation that must be taken literally. Italy is a country exposed to many natural risks, and this is a fact. But it is also true that the individual exposition to such risks can be considerably reduced through the knowledge of the problem, the awareness of the possible consequences and the adoption of a few simple expedients. And through knowledge, awareness and best practices being able to say, exactly: "I don't take risks" .

Io non rischio – I don't take risks is also the *slogan* of the campaign, the preamble under which every risk is illustrated and communicated to the citizens along with the best practices to reduce the impact on people and things. And in this case, the term *slogan*, that in gaelic means "battle cry", is indeed appropriate: it is the pacific battle that each of us is called to lead for the diffusion of an awareness that can contribute to make us feel safer

Web address/link

http://iononrischio.protezionecivile.it/en/dont-take-risks/campaign/

Users/target (selected as many as appropriated)

□ Volunteers

□ Civil protection professionals

□ Pre-primary educators

□ Primary school teachers

□ Secondary school teachers

□ University educative staff

□ Pre-primary kids

□ Primary school children

□ Secondary school students

□ University students

□ School staff

x General public

□ Other (specify)___________________________

Editor, Institution or Entity responsible of the production

The I don't take risks campaign is promoted and carried out by: Department of Civil Protection, Ingv-National Institute of Geophysics and Volcanology, Anpas-National Association of Public Assistance and ReLUIS- Laboratories University Network of seismic engineering.

Local sections of national civil protection volunteer organizations, regional associations and municipal groups take part to the campaign.

Part II - Analysis of the Tool

Description of the aim of the tool and of its contents

I don't take risks is held in the Italian squares during the weekend dedicated to the national event and in other squares set-up throughout the year for local initiatives, international workshops, conferences or cultural events.

Logical framework:

Each communication, information or education process is necessarily a cascade process. All of us, at school or in the office, have been trained by who, in turn, have been trained by other people. Therefore, it seemed natural to develop this type of process also in training the volunteers, and, consequently, when communication with the final recipients, the citizens.

To start off, each local association detects 15 volunteers who will meed citizens in the square during the days of the campaign. Among them, the association will choose three of them, that will participate in the training days organized by Dpc, Anpas, Ingv and ReLuis on risk and communication themes. At thsi stage, the three volunteers, directly trained by technicians, scientists and risk communication professionals, will have the time to convey the acquired knowledge to other 12 colleagues, becoming this way *volunteer trainers*.

At the end of the process, meetings called *refresh days* will be organized to be sure of the homogeneity of the knowledge level: a sort of revision during which each participant is called to brush up what he has learnt also through practical simulations. Thereafter, every volunteer are trained and ready to meet the citizens.

We talk about *meeting,* and not *informing,* to put the accent on the philosophy on which the campaign is funded. Volunteers don't do leafleting. They don't just leafleting. They just leave informative material to people, they stop and talk with them , show the problem, and somehow they *narrate* and are at disposal for possible questions and clarifications. Also after the days of the campaign, since, as we have already said, volunteers operate and live in the territory in which the communicate.

Pedagogical/didactic strategy of the tool

The most effective way to defend ourselves from a risk is to know it. Such knowledge, in order to be useful, usually entails a level of in-depth analysis that can hardly be conveyed with a simple radio or TV advert.

Ideally, a citizen should have the possibility of a talk with somebody able to explain what he or she needs to know on earthquakes, tsunamis and any other risks, maybe meeting him right where he lives, on a Saturday or Sunday morning. And this is where a we had our lightbulb moment: volunteers of civil protection!

The voluntary work associations of civil protection are everywhere in Italy. Volunteers live and operate on their own territory, they get to know it and are, in turn known by local institutions and citizens. Who else could inform on the risks our territory is exposed to?

This is where the primal idea of **Io non rischio – I don't take risks** comes from: training volunteers of civil protection on risk knowledge and communication and then make them go on the streets of their cities and towns to meet citizens and inform them. An idea conceived and proposed by Anpas and immediately shared by the Department of Civil Protection, Ingv and ReLuis, and then, progressively extended to other association of civil protection. If we want to give our great idea some legs, this time we will need lots of legs.

Part III – Assessment of the tool

Main successful characteristics

It is an important moment of participation and collaboration; anyone can participate.

The citizens were invited to participate on October 13th and 14th 2018, in 103 provincial capital in Italy. Volunteers of civil protection explained directly to citizens seismic, flood and tsunami risks.

The Head of the Civil Protection Department, Angelo Borrelli, during the press conference on Thursday October 11, at 10:30 am will launch the Tweetstorm # iononrischio2018 posting the first Tweet. From that moment until 12:30 we will maximize the attention of Twitter users on issues of prevention and good civil protection practices.

Main points of weakness

The campaign is well structured and very accurate in every detail. There are no particular critical elements.

Part I: General information about the selected tool

Denomination/Title of the tool

Civilino

Year of production

2014

Language/es

Italian

Country of production

Italy

Kind of tool

☐ Ministerial Educational Program

X local/regional/national level or extracurricular activities

X 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

X edu-blog

☐ e-learning platform

X 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 (Games)

General aim of the tool (selected as many as appropriated)

☐ Training for volunteers

☐ Training for school teachers

☐ Training for school staff

☐ 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

☐ Anthropic disaster in general

X Earthquakes

X Floods

XTsunami

XVolcanic eruptions

X Meteorological disasters

X Wildfires

☐ Urban fires

☐ Health disasters

☐ Other (specify)___________________________

Brief description of the tool

Civilino is an educational project curated by the Volunteer Group of Civil Protection of Bastia Umbra (Perugia) and by the Raggruppamento Anteo Association of Pietralunga (Perugia), funded

by the Umbria Region and sponsored by the Umbra Regional Council of Civil Protection Volunteering. Civilino is the mascot of the Civil Protection of the Umbria Region.

Web address/link

http://www.civilino.it

Users/target (selected as many as appropriated)

☐ Volunteers

☐ Civil protection professionals

☐ Pre-primary educators

☐ Primary school teachers

☐ 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

Associazione di Promozione Sociale "CIVILINO" borned on 26/01/2015 Bastia Umbra (Pg)

Part II - Analysis of the Tool

Description of the aim of the tool and of its contents

Civilino is an Educational Programme. Mascotte Civilino has been the protagonist of some educational cartoons on the risks related to the earthquake, floods and fires and has participated in numerous prevention and dissemination activities in schools and squares of many Italian cities.

Pedagogical/didactic strategy of the tool

Civilino is the mascot of the Civil Protection of the Umbria Region that teaches small citizens how to protect themselves from dangers: floods, fires and earthquakes. These are the themes dealt with in the videos of Civilino.

The mascot is a puppet with yellow and blue overalls, red boots and the cap of the Civil Protection. Through the adventures of Civilino children learn about certain risks, learn some methods to prevent them and learn how to behave in case of danger.

Part III – Assessment of the tool

Main successful characteristics

The game is the teaching method identified to communicate with the youngsters and to favor the dynamics of confrontation, exchange and growth. Entertainment and training are therefore the key words of the Project, which offer children fun activities, but also a dense educational program dedicated to the knowledge of the Civil Protection System and, in particular, of the municipal emergency plans and the territory of Umbria Region.

Main points of weakness

This tool is very interesting but it is not well known and widespread among the public.

Part I: General information about the selected tool

Denomination/Title of the tool

SiRVeSS- Sistema di riferimento Veneto per la sicurezza nelle scuole.

Year of production

-

Language/es

Italian

Country of production

Italy

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

X edu-blog

☐ e-learning platform

☐ 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

X other (Regional network of schools)

General aim of the tool (selected as many as appropriated)

☐ Training for volunteers

X Training for school teachers

X Training for school staff

☐ 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

X Natural disasters in general

X Anthropic disaster in general

X Earthquakes

X Floods

X Tsunami

X Volcanic eruptions

X Meteorological disasters

X Wildfires

X Urban fires

X Health disasters

X Other (specify)___________________________

Brief description of the tool

The network between the schools aims to promote collaboration between the Scholastic Institutions participating in the NETWORK Agreement for:

1. promote a culture of safety among school staff, students and young workers, understood as the acquisition of the ability to perceive risks and to adopt and promote safe behavior,

2. to stimulate the assumption of an active role on the security front by the students in their living, study and work environments,

3. to develop collaboration between the parties belonging to the NETWORK for the dissemination and exchange of educational and informational material on safety,

4. enhance the educational activities on safety, to be included in the Educational Offer Plans of the individual Institutes,

5. train the teachers involved in safety activities aimed at the students,

6. update and train school staff with safety management tasks according to the current legislation, 7. to put experiences and materials in the NETWORK, also through the provincial page of the site www.sicurscuolaveneto.it 8. develop a collaborative strategy between the School, local institutions, social partners and Associations.

Web address/link

https://www.sicurscuolaveneto.it/?jjj=1548069493483

Users/target (selected as many as appropriated)

☐ Volunteers

☐ Civil protection professionals

X 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

X School staff

☐ General public

☐ Other (specify)___________________________

Editor, Institution or Entity responsible of the production

- Department of Prevention-Regione Veneto
- INAIL
- VVF -Veneto Region (Fierman)
- DRL

Part II - Analysis of the Tool

Description of the aim of the tool and of its contents

Each member of the network must identify a representative with the task of facilitating direct relations with the NETWORK and of carrying out a connection with the NETWORK. Each subject adopts a "policy" for the promotion of the culture of health and safety.

Each subject must insert a project on workplace safety in the POF.

Each subject makes available to the other parts of the NETWORK human resources, skills, experiences and educational materials on safety.

Each subject must support and enhance the role of the Prevention and Protection Service (SPP) in the safety management action and in safety education.

Each subject must ensure an ongoing training of the school staff, and especially the teachers, on issues of security, with particular regard to the educational fallout.

Each subject must operate at an organizational and structural level, in synergy with the proprietary bodies, for a safe and coherent working environment with the educational action related to safety.

Pedagogical/didactic strategy of the tool

The teaching strategy of the Network is based on the idea of sharing experiences, tools and methods between the subjects. Positive experiences make it possible to speed up the educational work. They allow to take into consideration only the tools and methods for achieving results in the promotion of the culture of security among the students.

Part III – Assessment of the tool

Main successful characteristics

The strength of the network is the sharing, comparison and dialogue between all those involved in prevention and safety in schools. The local dimension increases the efficiency of the instrument.

Main points of weakness

The site contains little information on the network and its components. The site does not contain information on the operation of the network.

The instrument has a local dimension and therefore a little narrow.

Part I: General information about the selected tool

Denomination/Title of the tool

Scuola multimediale di protezione civile

Year of production

2015

Language/es

Italian

Country of production

Italy

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

X e-learning platform

☐ video products

☐ edu-video trailers

☐ e-seminar

X 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 (selected as many as appropriated)

☐ Training for volunteers

X Training for school teachers

XTraining for school staff

☐ 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

X Earthquakes

X Floods

X Tsunami

x Volcanic eruptions

X Meteorological disasters

X Wildfires

X Urban fires

X Health disasters

X Other (specify)___________________________

Brief description of the tool

The spread of civil protection culture is among the main activities developed by the Civil Protection Department. This activity involves all those working in the sector and is also aimed at the population and in particular the school.

Precisely the school context, considering the strategic importance of every educational process and education, represents an area of extreme interest towards which to address training initiatives. These include the project "Multimedia School of Civil Protection", an educational program designed to spread the culture of civil protection developed in e-learning.

The project "Multimedia School of Civil Protection" is carried out for the fourth and fifth grades of the primary school and for the first grades of the secondary school, an age group particularly receptive for the type of training investment described, aimed at the growth of a participatory awareness of active citizenship.

Web address/link

http://scuolamultimediale.protezionecivile.it

Users/target (selected as many as appropriated)

☐ Volunteers

☐ Civil protection professionals

☐ Pre-primary educators

X Primary school teachers

X Secondary school teachers

☐ University educative staff

☐ Pre-primary kids

X Primary school children

X Secondary school students

□ University students

X School staff

□ General public

□ Other (specify)___________________________

Editor, Institution or Entity responsible of the production

Dipartimento per la Protezione Civile-Presidenza del Consiglio dei Ministri

Part II - Analysis of the Tool

Description of the aim of the tool and of its contents

The implementation of educational paths in the school on the themes of civil protection culture is one of the most effective forms of cultural and social investment to convey the message of solidarity, participation, sharing, respect and security. Moreover, every member of the family nucleus, through the education of the child, becomes himself an active subject of civil protection.

The objectives of the project are:

-to spread the knowledge of the different types of risk;

- to promote behavior aimed at respect for the territory;

- to improve the acquisition of behavioral rules of self-defense preventive and to be adopted in case of emergency, in order to reduce the possible consequences of the risks.

Pedagogical/didactic strategy of the tool

An informed citizen is a safer citizen. This is the key strategy of the tool. Only in this way is it possible to trigger a virtuous process which, starting from knowledge, leads to consciousness and self-defense.

Part III – Assessment of the tool

Main successful characteristics

The strengths are:

- the exploitation of digital resources
- the complete availability of the tools
- the involvement of all the actors of the school.

Main points of weakness

The e-learning platform is avaible only for the users.

Part I: General information about the selected tool

Denomination/Title of the tool

Sicuramente a scuola

Year of production

2018

Language/es

Italian

Country of production

Italy

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

X courseware

☐ e-book

☐ a-book

☐ Flash Application

☐ App for Android

☐ App for Iphone/Ipad

☐ Weminar

☐ E-seminar

☐ video spot

☐ other: web site carry out by a private company

General aim of the tool (selected as many as appropriated)

☐ Training for volunteers

X Training for school teachers

X Training for school staff

☐ 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

☐ Wildfires

☐ Urban fires

☐ Health disasters

☐ Other (specify)_ Safety rules at school_

Brief description of the tool

The company S&L srl works to spread the culture of prevention through counseling, support, information, training on health and safety in the workplace and in living environments. It is aimed at employees and self-employed, professionals of the sector, employers, students and school operators, to spread and improve the level of knowledge and awareness about the risks to which workers are exposed during the performance of their activities and measures prevention and protection that can be implemented. The activities in the field of safety of schools carried out by S & L srl are therefore aimed at the dissemination of effective and innovative tools for the containment of social costs resulting from accidents and occupational diseases, offering a multidisciplinary approach and making available to customers the resources and knowledge available to them.

Web address/link

http://sicuramenteascuola.it

Users/target (selected as many as appropriated)

☐ Volunteers

☐ Civil protection professionals

X Pre-primary educators

X Primary school teachers

XSecondary school teachers

X University educative staff

☐ Pre-primary kids

☐ Primary school children

☐ Secondary school students

☐ University students

X School staff

☐ General public

☐ Other (specify)___________________________

Editor, Institution or Entity responsible of the production

S&L srl (private company)

Part II - Analysis of the Tool

Description of the aim of the tool and of its contents

The Company's website contains a series of information on safety in schools. It also contains a series of recommendations and indications concerning safety and risk prevention. In addition, it contains the programs of security courses that the company addresses directly to schools.

Pedagogical/didactic strategy of the tool

The teaching strategy focuses on training adults and school staff to prevent and limit the problems caused by natural disasters.

Part III – Assessment of the tool

Main successful characteristics

The perspective of the private company is important for the clarity and simplicity of the messages on prevention and security.

Main points of weakness

This series of tools are not for free.

Part I: General information about the selected tool

Denomination/Title of the tool

Centro Studi Pianificazione dell'Emergenza

Year of production

2015

Language/es

Italian

Country of production

Italy

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 (selected as many as appropriated)

☐ Training for volunteers

□ Training for school teachers

□ Training for school staff

□ Information about the correct behaviors in case of disaster

□ Information about the rules of preventions

□ Education for students

X 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

X Earthquakes

X Floods

X Tsunami

X Volcanic eruptions

X Meteorological disasters

x Wildfires

X Urban fires

XHealth disasters

X Other (specify)___________________________

Brief description of the tool

It is a web site edit by Francesco Santoianni. The author worked for forty years in the Civil Protection sector, also contributing to the spread of the term Disaster Management (in 1985, with a course, as a contract professor, at the University of Naples). Therefore, the first objective of the Emergency Planning Study Center is the complete publication of some of his books (nowadays out of commerce) dedicated to this topic. It also intends to share some educational initiatives that it has developed during its work. The site is completed with the analysis of particular emergencies and the illustration of tools for the management of the emergency.

Web address/link

https://www.disastermanagement.it/wordpress/

Users/target (selected as many as appropriated)

☐ Volunteers

☐ Civil protection professionals

☐ Pre-primary educators

☐ Primary school teachers

☐ Secondary school teachers

☐ University educative staff

☐ Pre-primary kids

☐ Primary school children

☐ Secondary school students

☐ University students

☐ School staff

X General public

☐ Other (specify)___________________________

Editor, Institution or Entity responsible of the production

Centro Studi Pianificazione dell’Emergenza

Part II - Analysis of the Tool

Description of the aim of the tool and of its contents

The general objectives of this tool are:

-Civil protection legislation

- Structures responsible for civil protection

-The role of the Region, of the Province and of the Mountain Community

- The role of the Municipality

-Volunteering in civil protection

-School and civil protection

-Health and civil protection

-Emergency plans

-Emergency management

-Collective behavior in emergency situations

- Seismic emergencies

-Volcanic emergencies

-Forest fires

-Industrial accidents

- Hydrogeological risk

-Civil defense

-Black-out and collapse of metropolitan systems

- Exceptional atmospheric events

-The Big Events

Pedagogical/didactic strategy of the tool

The teaching strategy is based on the idea that the maximum free sharing of information, tools and methods of Civil Protection enhance the culture of prevention. All contents are verified and they have a rich repertoire of scientific and bibliographic references.

Part III – Assessment of the tool

Main successful characteristics

The great experience of the author and curator of the site is certainly his main strength. Alongside, it is important to underline the continuous updating of materials and the rapidity of information and references on crisis situations that are available to the public.

Main points of weakness

It is not an institutional site. So, it has not the guarantee of the sites and the tools carry out by the public authorities.

PART 2: Interviews

In this part 3 individual interviews for Italy have been implemented. The interviews focused on the Situation and good practices related to reaction caused by natural - human disasters.

In the Individual interviews the people who were interviewed are:

1) Prof. Filippo Pettinari, Headmaster of Scuola media Alighieri-Pascoli, Città di Castello (Pg) Italy;
2) Prof. Mauro Luciani, Psychologist, Università degli Studi di Perugia, Perugia, Italy;
3) Dott.ssa Cecilia Cantoni, Teacher in Scuola Primaria A. Franchetti, Fighille, Citerna (Pg) Italy.

The experts to be interviewed were chosen to try to obtain representative opinions of the different points of view. In particular, the director of the school is the one who, in Italian schools, knows the situation of everything related to training in the field of disaster prevention and related to the activities carried out by the school to prevent the disaster. He also knows the specific functions that are entrusted to each actor in the school. And he knows the specific skills of each member of the school staff. during the interview he provided very precise indications regarding training and prevention plan. Professor Luciani was chosen for his great operational experience during disastrous events, such as earthquakes. The professor has carried out post-traumatic psychological support for children in areas of central Italy affected by recent earthquakes. The point of view of the teacher, Dr. Cantoni is very interesting to understand how training and prevention actually works within Italian schools. The teacher described in detail the operations and exercises put into practice at school

During each individual interview, the interviewer posed 3 questions. Subsequently, he left the respondent free to add further comments and opinions. The questions were:

1)Do you know the behavior to be taken in case of disaster?

2) Which are the activities implemented in your organization regarding this topic?

3) How is the knowledge of the existing tools?

Concerning the first question, the interviewees showed a profound knowledge of the theoretical rules and practical operations to be followed in the event of an emergency. It emerges that in the Umbrian schools, which unfortunately have a great and recent experience in terms of disasters, the operational aspect is very developed. Teachers follow rules that are first explained to them; then, twice a year, the theoretical rules are tested. And even children perform exercises at least twice a year in this matter.

Regarding the second question, it emerges that the activities that are carried out in terms of prevention and training on the behavior to be taken in case of disasters are varied. We could summarized from the answers that the main ones concern technical and operational training. But, next to this, there is also a great attention to the pre and post traumatic psychological aspects. Teachers and children are in fact accompanied by civil protection experts, who take care of the technical aspects. But they are also assisted and accompanied by psychologists who treat the pre and post trauma phases.

Regarding the knowledge of the tools, the positions are more articulated. If we talk about prevention tools and operational tools, these are well known and spread among all the components of the school. If we consider the training tools, teachers are certainly more updated. They have a lot of specific information and know the places and ways to find tools suitable for each type of training activity.

One of the most interesting aspect that emerges from the conversations concerns the joint effort that various institutional and social components are doing in Italy to improve training and prevention activities on disasters. The Civil Protector, for example, which is a government agency, is making great efforts in this field. Another interesting aspect concerns the production and dissemination of tools for children and young people. These tools are in general very innovative, they take advantage of new digital technologies and they are able to capture the attention of children and children better than before. In this type of tools, there is also a good focus on the psychological dimension. Prevention activities, psychological preparation for the eventuality of an emergency and indications on post-traumatic support actions.

FINAL REPORT FOR GREECE

This final report for Greece includes two parts: PART 1 is exploring the situation and is searching for good practices for teaching children and students about reaction caused by natural - human disasters. In PART 2 individual and group interviews have been induced presenting the present situation and good practices related to reaction caused by natural - human disasters in Greece.

PART 1:

In the frames of the Part 1 of the Intellectual Output 1: Holistic training educational model the following best practices have been selected and collected in Greece.

- EDUCATIONAL TV – THE DEUCALION PROJECT
- Enhancing Volunteer Awareness and education against Natural Disasters through E-learning - EVANDE
- RACCE “RAISING EARTHQUAKE AWARENESS AND COPING CHILDREN’S EMOTIONS”
- “SELF - PROTECTION GUIDELINES” GENERAL SECRETARIAT FOR CIVIL PROTECTION
- Earthquake Planning and Protection Organization (EPPO) FOR KIDS AND ADULTS
- ENVIRONMENT - WOOD PROTECTION
- IMEAKIA-DANCING EARTH

In general, the above selected tools:

- Are well structured and presented and could be useful as source of info concerning natural – human disasters such as: earthquakes, volcanic eruptions, floods, wild fires and the related phenomena e.g. tsunamis.
- The topics are well described taking into account the worldwide experience, scientific knowledge and lessons learned. The scientific adequacy of the above web tools is at high level because of the accuracy of data, the use of valid and reliable guidelines and appropriate analysis of protection actions.
- Furthermore, the majority of the web tools have been produced by academic institutions, national authorized organizations or even national authorities.
- The pedagogical approach is sufficient for the target groups of users. More specifically the relationship of quality and quantity of selected tools is very sufficient, and very close to the aim of the development of web tools. It is essential that the students might be informed by some units and after that learning procedure they should complete an action plan at personal, family or school level based on what has been learned.
- The design of websites is friendly and useable for the users. All selected civil protection web tools have proper and familiar to the kid’s activities, such as: games, videos, cartoons, interactive units with heroes, answers to frequently asked questions. The above educational units are attractive and well-presented.
- The majority of the web tools are not only focused on earthquakes, floods and wildfires, but to other natural, human and technological disasters.
- Two of the proposed tools (ie. RACCE project and Imeakia-"Dancing Earth" have received EU awarding with the first chosen for participation at the 4th EU Civil Protection forum in 2013 and the second nominated with the “2011 Best Children’s Online Content” EU award.
- A disadvantage of above web tools is that there is not a clear procedure of feedback or evaluation.
- Few of the tools are addressed to disabled groups of people
- Only few of the web tools are multi-language.

SELECTED BEST PRACTICES

GREECE

Part I: General information about the selected tool

Denomination/Title of the tool

EDUCATIONAL TV – THE DEUCALION PROJECT

Year of production

2014

Language/es

Greek

Country of production

GREECE

Kind of tool

X 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

XTV series

☐ audio-seminar

Xvideo game

☐ Edu-documentary

☐ app for tablets and smartphones

Xweb based edu-games

☐ edu-blog

☐ e-learning platform

☐ video products

☐ edu-video trailers

☐ e-seminar

☐ Mooc seminar

☐ slideshows

☐ web booklet

X e-guide

X web site

☐ courseware

☐ e-book

☐ a-book

☐ Flash Application

X App for Android

☐ App for Iphone/Ipad

☐ Weminar

□ E-seminar

□ video spot

□ other

- interactive multimedia tools
- virtual educational environments
- educational scenarios and activities

General aim of the tool (selected as many as appropriated)

□ Training for volunteers

XTraining for school teachers

XTraining for school staff

□ 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

XScientific 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

XEarthquakes

XFloods

XTsunami

XVolcanic eruptions

XMeteorological disasters

XWildfires

XUrban fires

☐ Health disasters

☐ Other (specify)Earthslides

Brief description of the tool

The GREEK Ministry of Education, Research and Religion, through **DEUCALION** Project has created educational material and educational tools to educate students about the causes of natural and human induced disasters, their impact on both the natural and man-made environment, and the measures to prevent and cope with their consequences.

DEUCALION PROJECT is addressed to students of all ages including those with disabilities.

Web address/link

http://www.edutv.gr/index.php/deukalion/seismoi

Users/target (selected as many as appropriated)

☐ Volunteers

☐ Civil protection professionals

X Pre-primary educators

X Primary school teachers

X 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

GREEK Ministry of Education, Research and Religion

Part II - Analysis of the Tool

Description of the aim of the tool and of its contents

The **DEUCALION** Program has created educational material and educational tools to educate students about the causes of natural and human induced disasters, their impact on both the natural and man-made environment, and the measures to prevent and cope with their consequences. Materials are being produced both in hard copy and, above all, in digital form, with the aim of integrating and exploiting Information and Communication Technologies (ICT) in the education system as part of the reform of the New School. It provides information about 29 natural and human induced disasters such as, earthquakes, floods, tsunamis, volcanoes, landslides, storms, fires, ozone, atmospheric pollution and many more.

Objectives of the project

The project contributes in particular to the objectives of the new and especially of the digital school by producing and freely disposing of educational material and tools for dealing with natural and human induced disasters, that are non-institutionalized subjects in primary and secondary education and for which there is no provision for material creation in the school curriculum.

The results of the action contribute to the three objectives of the digital school *(see Digital Higher Education Strategy, digitalschool.minedu.gov.gr*):

Create better educational result
Saving and rationalizing resources
Strengthening social justice through equal access, for all, to ICT.

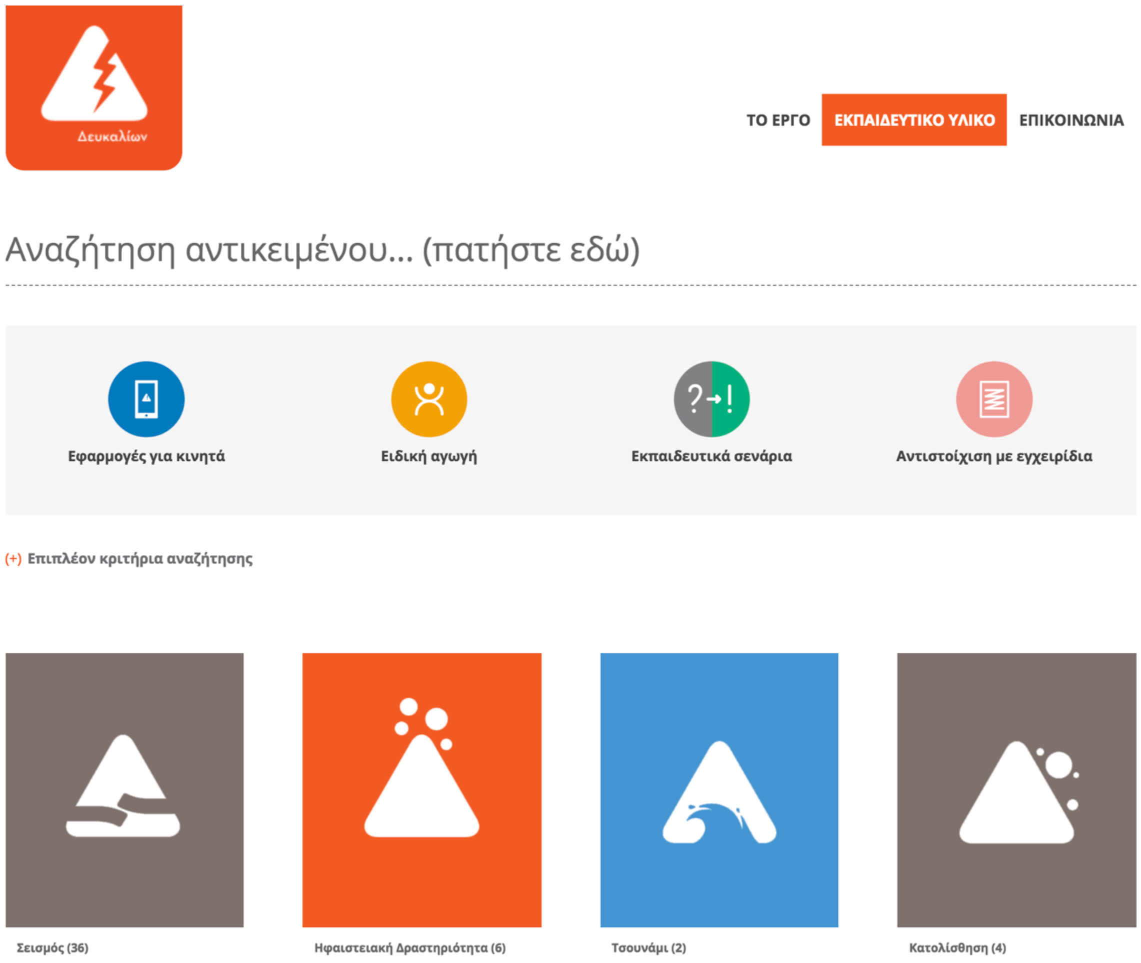
The specific objective of the project is to accelerate the pace of integration of new information and communication technologies into the educational process.

In addition, the results of the action contribute to the objectives of the Major Training Program for teachers' training (epimorfosi.edu.gr), providing educational material and tools for dealing with natural and human induced disasters by exploiting ICT.

The tools that have been used are:

- interactive multimedia tools
- virtual educational environments
- educational scenarios and activities

Moreover, there are specific guidelines for the use of material and tools by teachers and an internal evaluation of the educational tools and learning activities.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ΕΠΙΚΟΙΝΩΝΙΑ
Αναζήτηση αντικειμένου... (πατήστε εδώ)
Εφαρμογές για κινητά
Ειδική αγωγή
Εκπαιδευτικά σενάρια
Αντιστοίχιση με εγχειρίδια
(+) Επιπλέον κριτήρια αναζήτησης
Σεισμός (36)
Ηφαιστειακή Δραστηριότητα (6)
Τσουνάμι (2)
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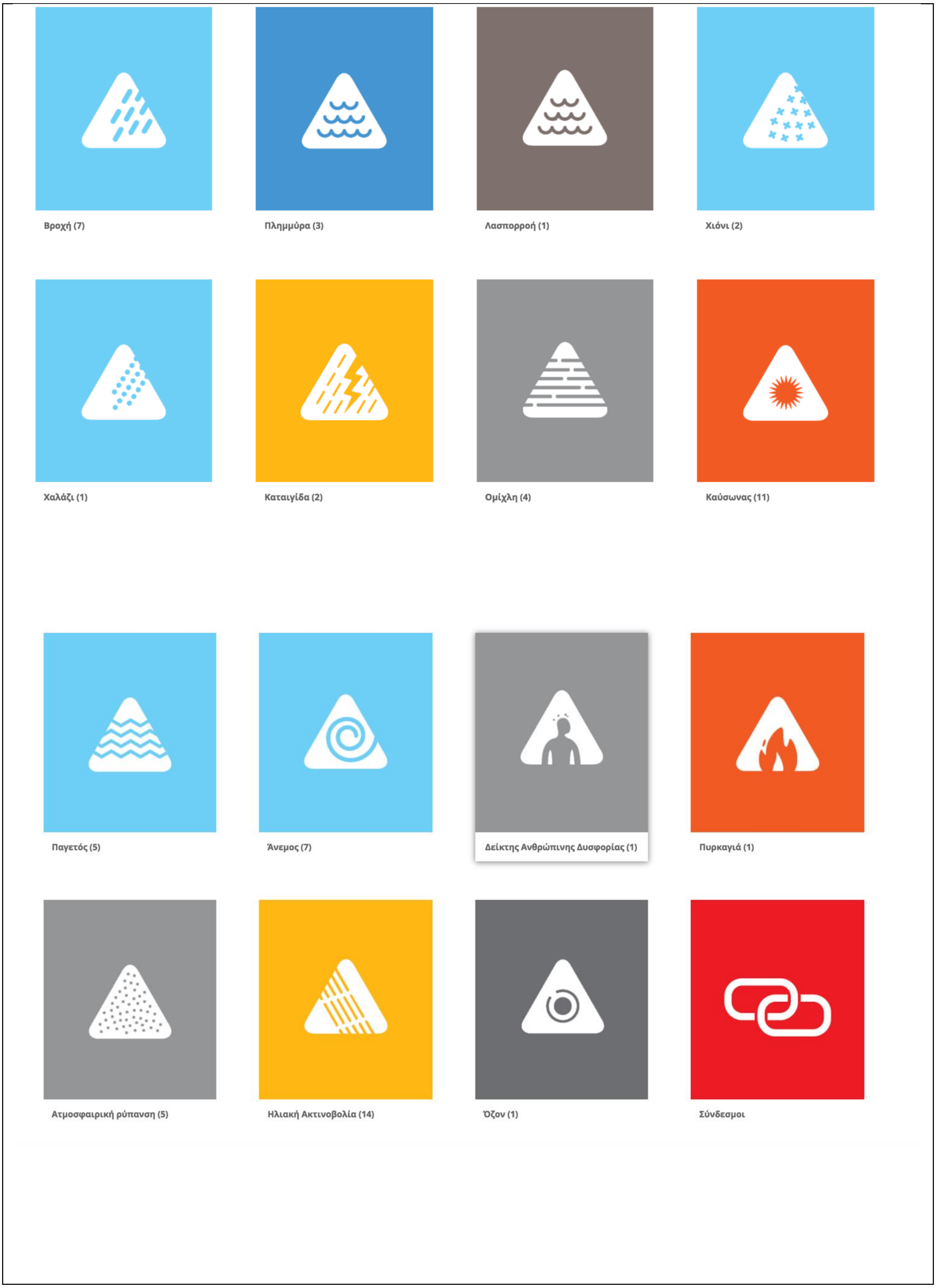
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Καταιγίδα (2)
Ομίχλη (4)
Καύσωνας (11)
Παγετός (5)
Άνεμος (7)
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Πυρκαγιά (1)
Ατμοσφαιρική ρύπανση (5)
Ηλιακή Ακτινοβολία (14)
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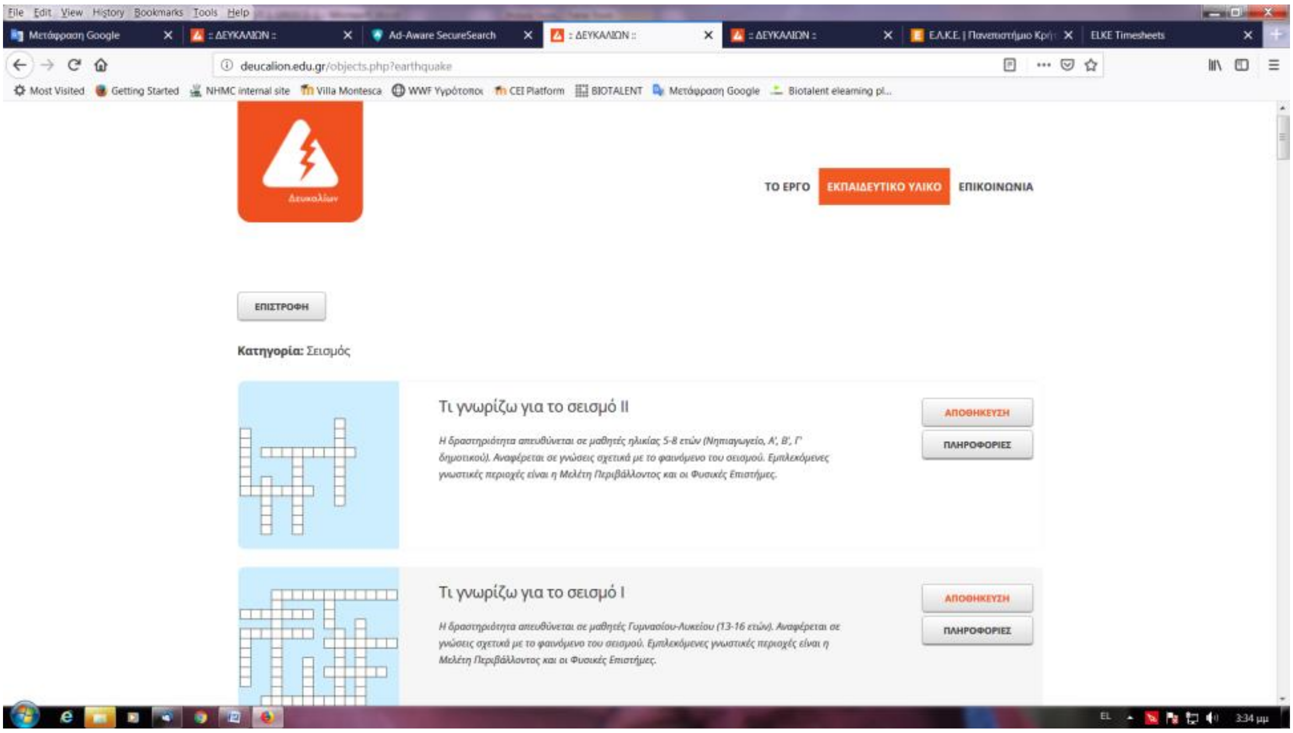
Σύνδεσμοι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3:34 μμ

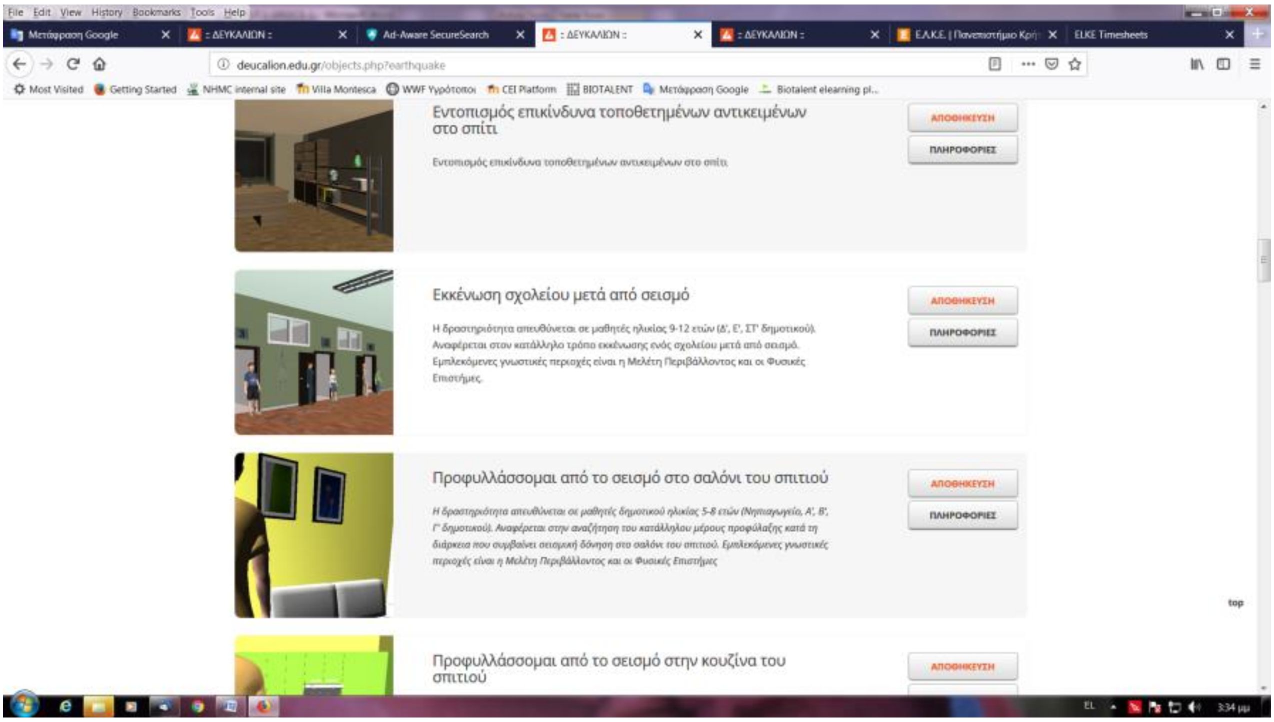
Κατηγορία: Σεισμός

Τι γνωρίζω για το σεισμό ΙΙ

Η δραστηριότητα απευθύνεται σε μαθητές ηλικίας 5-8 ετών (Νηπιαγωγείο, Α', Β', Γ' δημοτικού). Αναφέρεται σε γνώσεις σχετικά με το φαινόμενο του σεισμού. Εμπλεκόμενες γνωστικές περιοχές είναι η Μελέτη Περιβάλλοντος και οι Φυσικές Επιστήμες.

Τι γνωρίζω για το σεισμό Ι

Η δραστηριότητα απευθύνεται σε μαθητές Γυμνασίου-Λυκείου (13-16 ετών). Αναφέρεται σε γνώσεις σχετικά με το φαινόμενο του σεισμού. Εμπλεκόμενες γνωστικές περιοχές είναι η Μελέτη Περιβάλλοντος και οι Φυσικές Επιστήμες.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top
EL
3:34 μμ

Εντοπισμός επικίνδυνα τοποθετημένων αντικειμένων στο σπίτι

Εντοπισμός επικίνδυνα τοποθετημένων αντικειμένων στο σπίτι

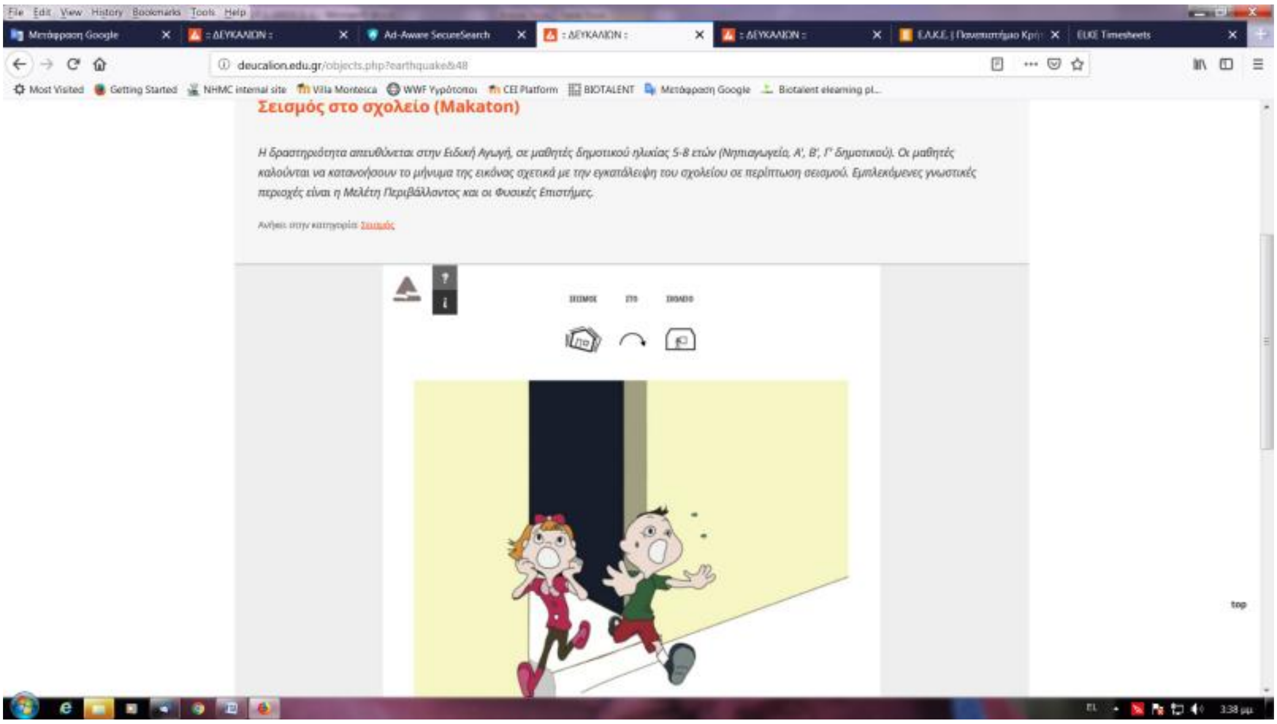
Εκκένωση σχολείου μετά από σεισμό

Η δραστηριότητα απευθύνεται σε μαθητές ηλικίας 9-12 ετών (Δ', Ε', ΣΤ' δημοτικού). Αναφέρεται στον κατάλληλο τρόπο εκκένωσης ενός σχολείου μετά από σεισμό. Εμπλεκόμενες γνωστικές περιοχές είναι η Μελέτη Περιβάλλοντος και οι Φυσικές Επιστήμες.

Προφυλάσσομαι από το σεισμό στο σαλόνι του σπιτιού

Η δραστηριότητα απευθύνεται σε μαθητές δημοτικού ηλικίας 5-8 ετών (Νηπιαγωγείο, Α', Β', Γ' δημοτικού). Αναφέρεται στην αναζήτηση του κατάλληλου μέρους προφύλαξης κατά τη διάρκεια που συμβαίνει σεισμική δόνηση στο σαλόνι του σπιτιού. Εμπλεκόμενες γνωστικές περιοχές είναι η Μελέτη Περιβάλλοντος και οι Φυσικές Επιστήμες

Προφυλάσσομαι από το σεισμό στην κουζίνα του σπιτιού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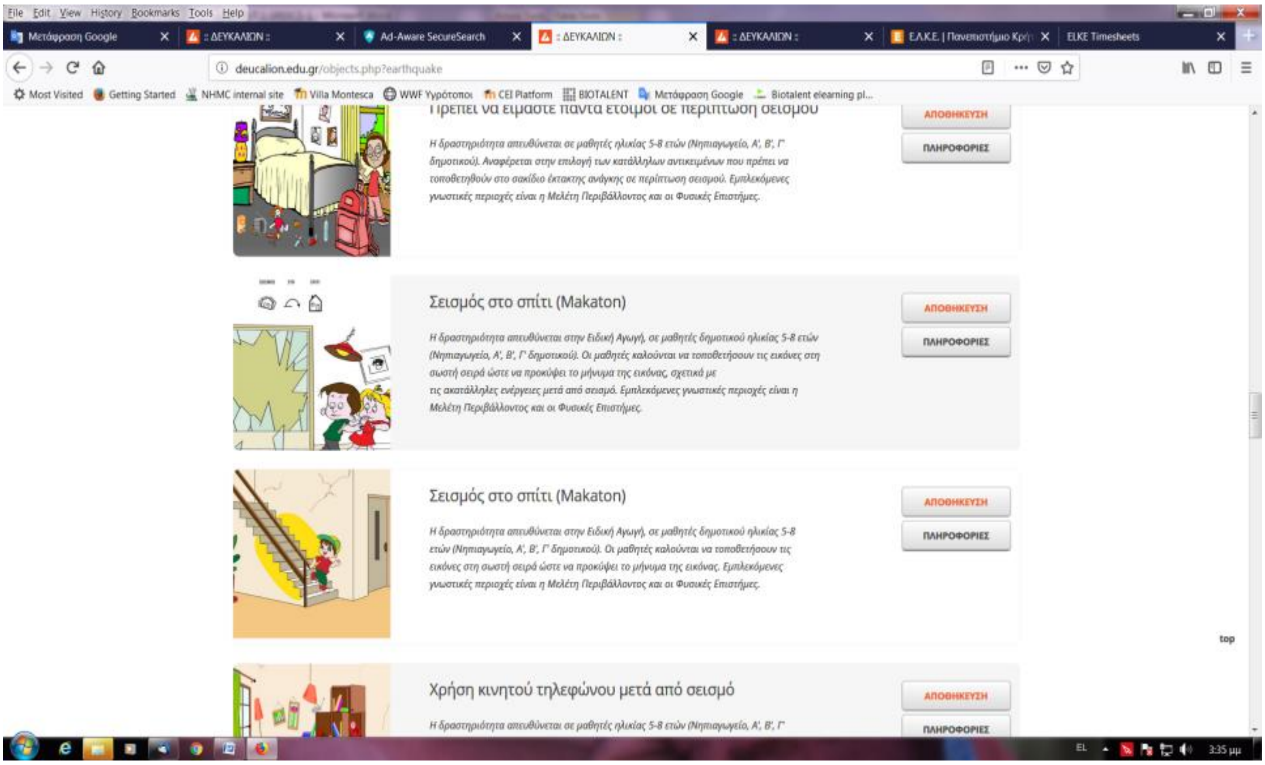
ΣΤΟ
ΣΧΟΛΕΙΟ
top

Σεισμός στο σχολείο (Makaton)

Η δραστηριότητα απευθύνεται στην Ειδική Αγωγή, σε μαθητές δημοτικού ηλικίας 5-8 ετών (Νηπιαγωγείο, Α', Β', Γ' δημοτικού). Οι μαθητές καλούνται να κατανοήσουν το μήνυμα της εικόνας σχετικά με την εγκατάλειψη του σχολείου σε περίπτωση σεισμού. Εμπλεκόμενες γνωστικές περιοχές είναι η Μελέτη Περιβάλλοντος και οι Φυσικές Επιστήμες.

Ανήκει στην κατηγορία: Σεισμός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Πρέπει να είμαστε πάντα έτοιμοι σε περίπτωση σεισμού

Η δραστηριότητα απευθύνεται σε μαθητές ηλικίας 5-8 ετών (Νηπιαγωγείο, Α', Β', Γ' δημοτικού). Αναφέρεται στην επιλογή των κατάλληλων αντικειμένων που πρέπει να τοποθετηθούν στο σακίδιο έκτακτης ανάγκης σε περίπτωση σεισμού. Εμπλεκόμενες γνωστικές περιοχές είναι η Μελέτη Περιβάλλοντος και οι Φυσικές Επιστήμες.

Σεισμός στο σπίτι (Makaton)

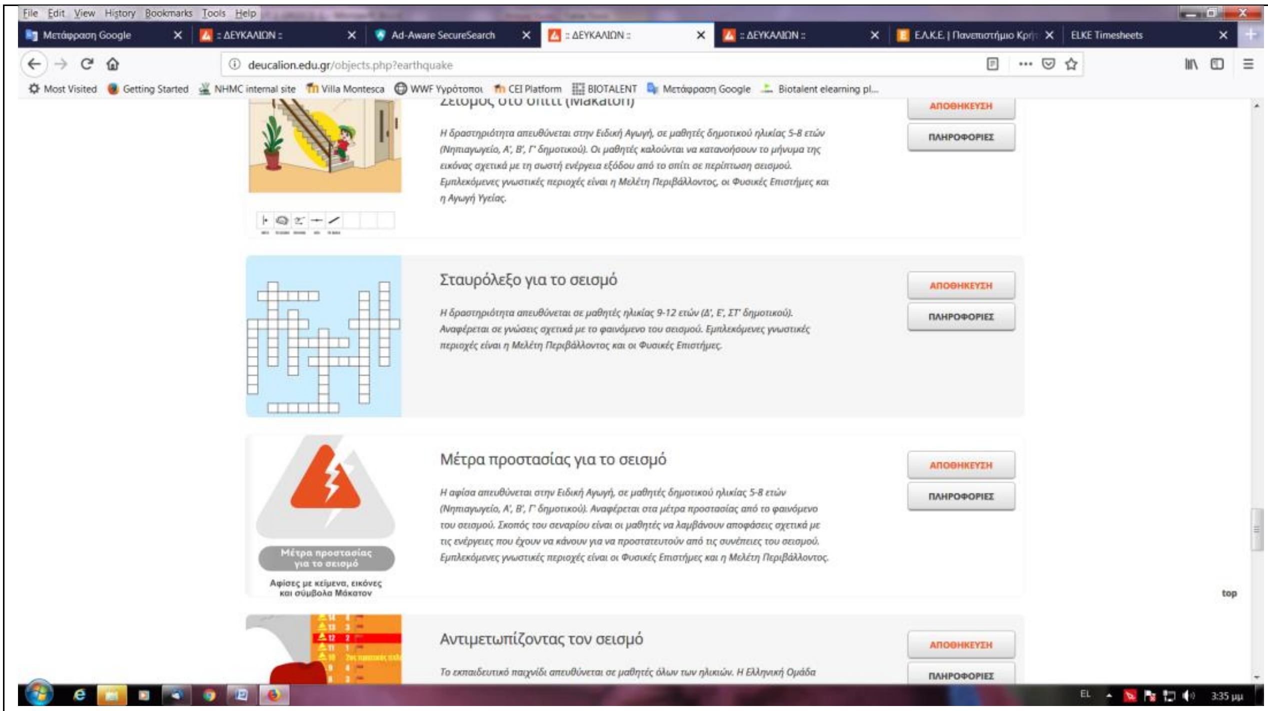
Η δραστηριότητα απευθύνεται στην Ειδική Αγωγή, σε μαθητές δημοτικού ηλικίας 5-8 ετών (Νηπιαγωγείο, Α', Β', Γ' δημοτικού). Οι μαθητές καλούνται να τοποθετήσουν τις εικόνες στη σωστή σειρά ώστε να προκύψει το μήνυμα της εικόνας, σχετικά με τις ακατάλληλες ενέργειες μετά από σεισμό. Εμπλεκόμενες γνωστικές περιοχές είναι η Μελέτη Περιβάλλοντος και οι Φυσικές Επιστήμες.

Σεισμός στο σπίτι (Makaton)

Η δραστηριότητα απευθύνεται στην Ειδική Αγωγή, σε μαθητές δημοτικού ηλικίας 5-8 ετών (Νηπιαγωγείο, Α', Β', Γ' δημοτικού). Οι μαθητές καλούνται να τοποθετήσουν τις εικόνες στη σωστή σειρά ώστε να προκύψει το μήνυμα της εικόνας. Εμπλεκόμενες γνωστικές περιοχές είναι η Μελέτη Περιβάλλοντος και οι Φυσικές Επιστήμες.

Χρήση κινητού τηλεφώνου μετά από σεισμό

Η δραστηριότητα απευθύνεται σε μαθητές ηλικίας 5-8 ετών (Νηπιαγωγείο, Α', Β', Γ'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Μετάφραση Google
Biotalent elearning pl...
ΑΠΟΘΗΚΕΥΣΗ
ΠΛΗΡΟΦΟΡΙΕΣ
Μέτρα προστασίας για το σεισμό
Αφίσες με κείμενα, εικόνες και σύμβολα Μάκατον
top
EL
3:35 μμ

Σεισμός στο σπίτι (Μακατόν)

Η δραστηριότητα απευθύνεται στην Ειδική Αγωγή, σε μαθητές δημοτικού ηλικίας 5-8 ετών (Νηπιαγωγείο, Α', Β', Γ' δημοτικού). Οι μαθητές καλούνται να κατανοήσουν το μήνυμα της εικόνας σχετικά με τη σωστή ενέργεια εξόδου από το σπίτι σε περίπτωση σεισμού. Εμπλεκόμενες γνωστικές περιοχές είναι η Μελέτη Περιβάλλοντος, οι Φυσικές Επιστήμες και η Αγωγή Υγείας.

Σταυρόλεξο για το σεισμό

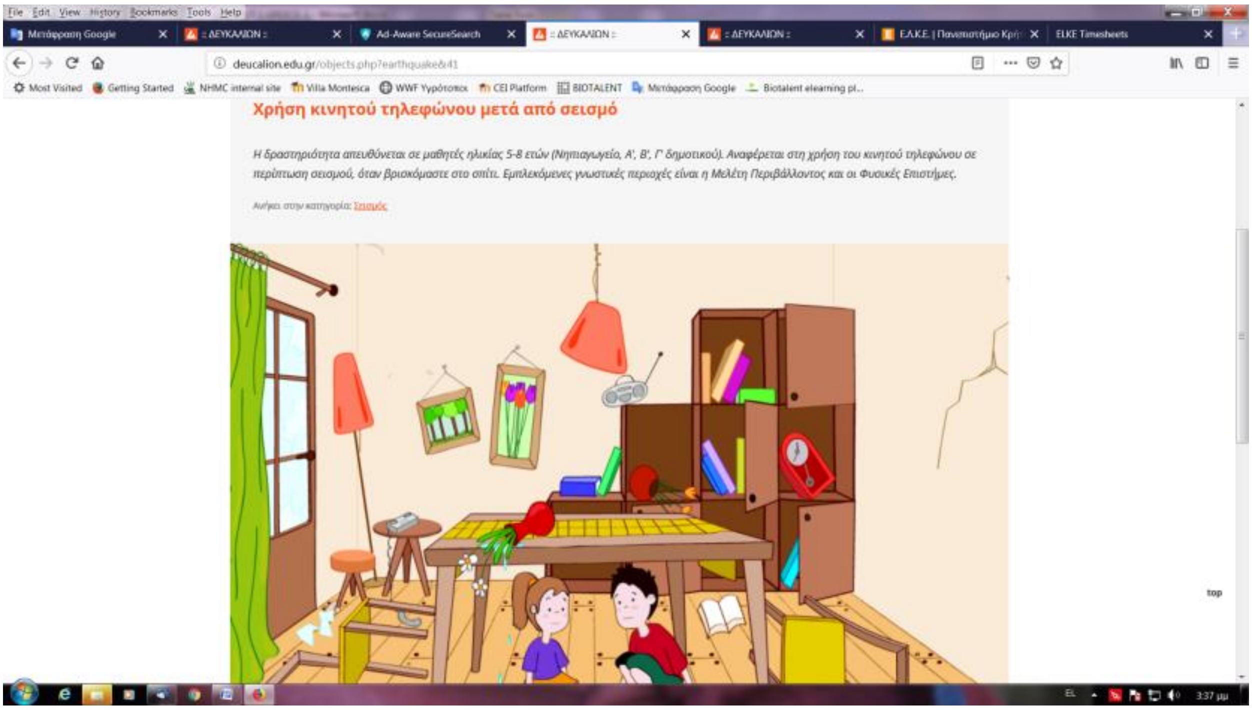
Η δραστηριότητα απευθύνεται σε μαθητές ηλικίας 9-12 ετών (Δ', Ε', ΣΤ' δημοτικού). Αναφέρεται σε γνώσεις σχετικά με το φαινόμενο του σεισμού. Εμπλεκόμενες γνωστικές περιοχές είναι η Μελέτη Περιβάλλοντος και οι Φυσικές Επιστήμες.

Μέτρα προστασίας για το σεισμό

Η αφίσα απευθύνεται στην Ειδική Αγωγή, σε μαθητές δημοτικού ηλικίας 5-8 ετών (Νηπιαγωγείο, Α', Β', Γ' δημοτικού). Αναφέρεται στα μέτρα προστασίας από το φαινόμενο του σεισμού. Σκοπός του σεναρίου είναι οι μαθητές να λαμβάνουν αποφάσεις σχετικά με τις ενέργειες που έχουν να κάνουν για να προστατευτούν από τις συνέπειες του σεισμού. Εμπλεκόμενες γνωστικές περιοχές είναι οι Φυσικές Επιστήμες και η Μελέτη Περιβάλλοντος.

Αντιμετωπίζοντας τον σεισμό

Το εκπαιδευτικό παιχνίδι απευθύνεται σε μαθητές όλων των ηλικιών. Η Ελληνική Ομάδα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Μετάφραση Google
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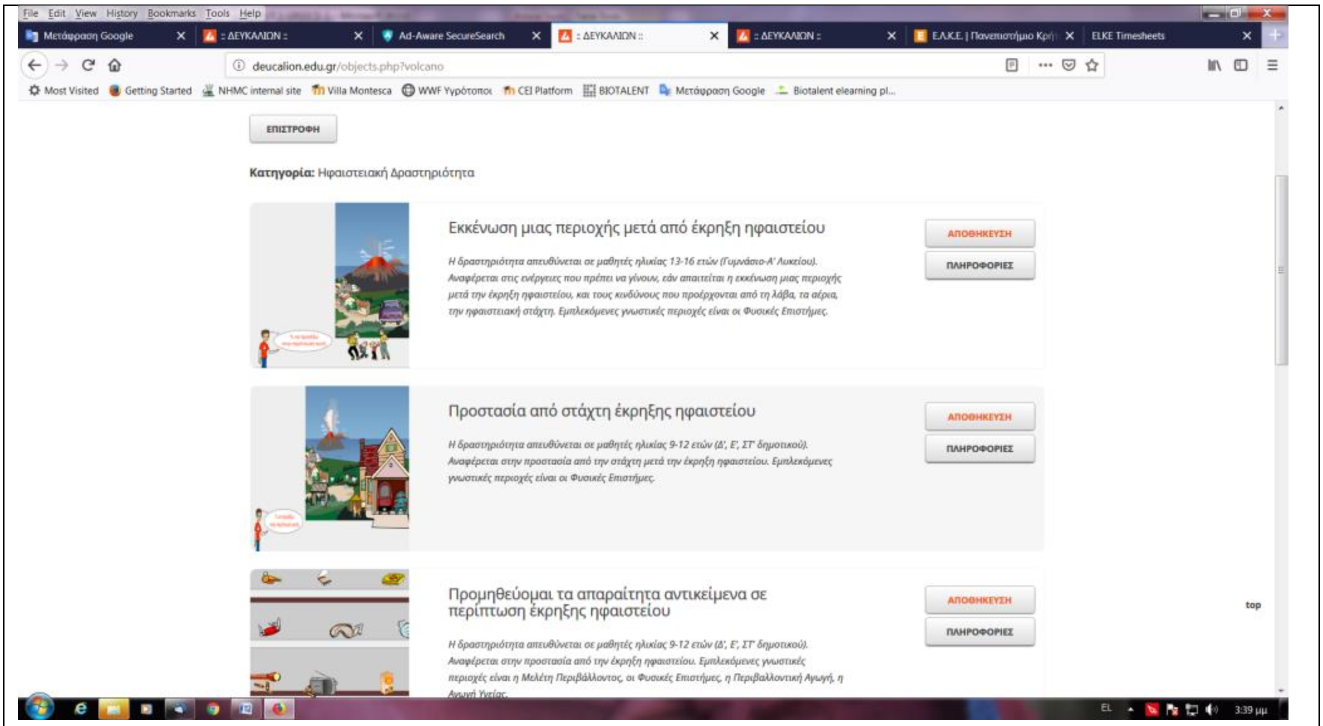
:: ΔΕΥΚΑΛΙΩΝ ::
:: ΔΕΥΚΑΛΙΩΝ ::
Ε.Λ.Κ.Ε. | Πανεπιστήμιο Κρήτ
ELKE Timesheets
deucalion.edu.gr/objects.php?earthquake&41
Most Visited
Getting Started
NHMC internal site
Villa Montesca
WWF Υγρότοποι
CEI Platform
BIOTALENT
Μετάφραση Google
Biotalent elearning pl...
top
EL
3:37 μμ

Χρήση κινητού τηλεφώνου μετά από σεισμό

Η δραστηριότητα απευθύνεται σε μαθητές ηλικίας 5-8 ετών (Νηπιαγωγείο, Α', Β', Γ' δημοτικού). Αναφέρεται στη χρήση του κινητού τηλεφώνου σε περίπτωση σεισμού, όταν βρισκόμαστε στο σπίτι. Εμπλεκόμενες γνωστικές περιοχές είναι η Μελέτη Περιβάλλοντος και οι Φυσικές Επιστήμες.

Ανήκει στην κατηγορία: Σεισμός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:: ΔΕΥΚΑΛΙΩΝ ::
Ε.Λ.Κ.Ε. | Πανεπιστήμιο Κρήτ
ELKE Timesheets
deucalion.edu.gr/objects.php?volcano
Most Visited
Getting Started
NHMC internal site
Villa Montesca
WWF Υγρότοποι
CEI Platform
BIOTALENT
Μετάφραση Google
Biotalent elearning pl...
ΕΠΙΣΤΡΟΦΗ
ΑΠΟΘΗΚΕΥΣΗ
ΠΛΗΡΟΦΟΡΙΕΣ
top
EL
3:39 μμ

Κατηγορία: Ηφαιστειακή Δραστηριότητα

Εκκένωση μιας περιοχής μετά από έκρηξη ηφαιστείου

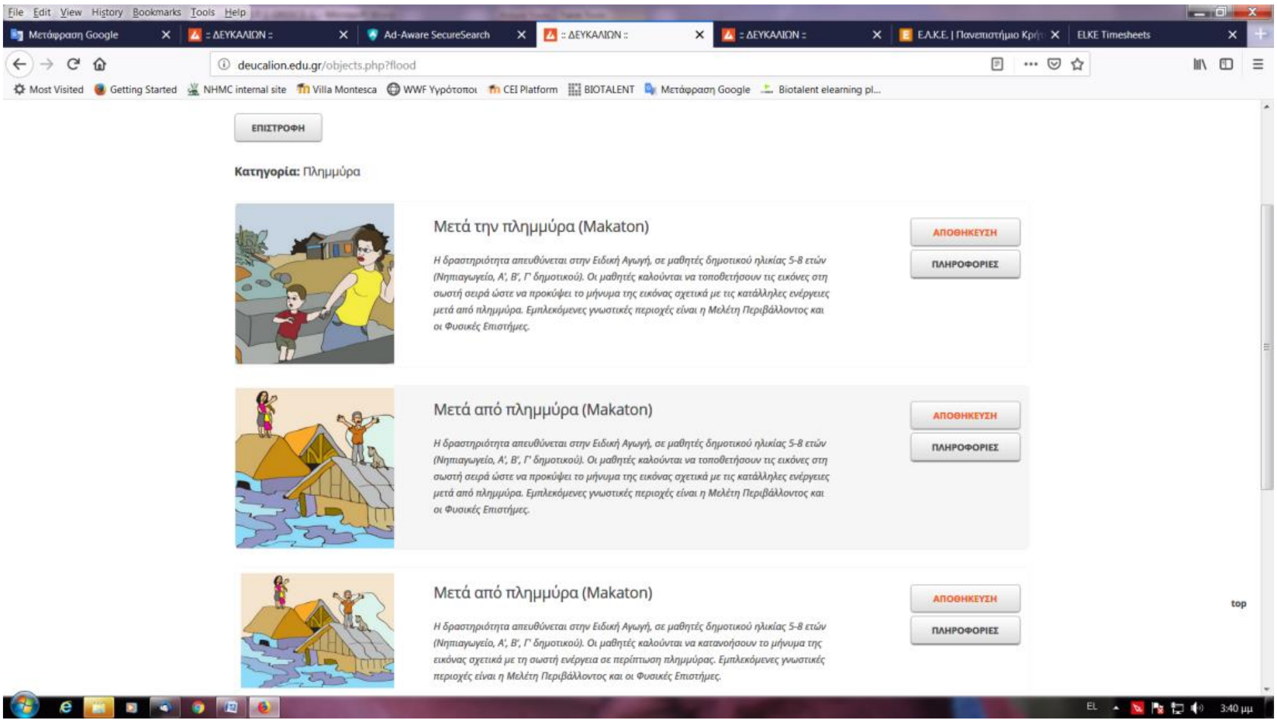
Η δραστηριότητα απευθύνεται σε μαθητές ηλικίας 13-16 ετών (Γυμνάσιο-Α' Λυκείου). Αναφέρεται στις ενέργειες που πρέπει να γίνουν, εάν απαιτείται η εκκένωση μιας περιοχής μετά την έκρηξη ηφαιστείου, και τους κινδύνους που προέρχονται από τη λάβα, τα αέρια, την ηφαιστειακή στάχτη. Εμπλεκόμενες γνωστικές περιοχές είναι οι Φυσικές Επιστήμες.

Προστασία από στάχτη έκρηξης ηφαιστείου

Η δραστηριότητα απευθύνεται σε μαθητές ηλικίας 9-12 ετών (Δ', Ε', ΣΤ' δημοτικού). Αναφέρεται στην προστασία από την στάχτη μετά την έκρηξη ηφαιστείου. Εμπλεκόμενες γνωστικές περιοχές είναι οι Φυσικές Επιστήμες.

Προμηθεύομαι τα απαραίτητα αντικείμενα σε περίπτωση έκρηξης ηφαιστείου

Η δραστηριότητα απευθύνεται σε μαθητές ηλικίας 9-12 ετών (Δ', Ε', ΣΤ' δημοτικού). Αναφέρεται στην προστασία από την έκρηξη ηφαιστείου. Εμπλεκόμενες γνωστικές περιοχές είναι η Μελέτη Περιβάλλοντος, οι Φυσικές Επιστήμες, η Περιβαλλοντική Αγωγή, η Αγωγή Υγείας.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:: ΔΕΥΚΑΛΙΩΝ ::
Ε.Λ.Κ.Ε. | Πανεπιστήμιο Κρήτ
ELKE Timesheets
deucalion.edu.gr/objects.php?flood
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CEI Platform
BIOTALENT
Μετάφραση Google
Biotalent elearning pl...
ΕΠΙΣΤΡΟΦΗ
ΑΠΟΘΗΚΕΥΣΗ
ΠΛΗΡΟΦΟΡΙΕΣ
top
EL
3:40 μμ

Κατηγορία: Πλημμύρα

Μετά την πλημμύρα (Makaton)

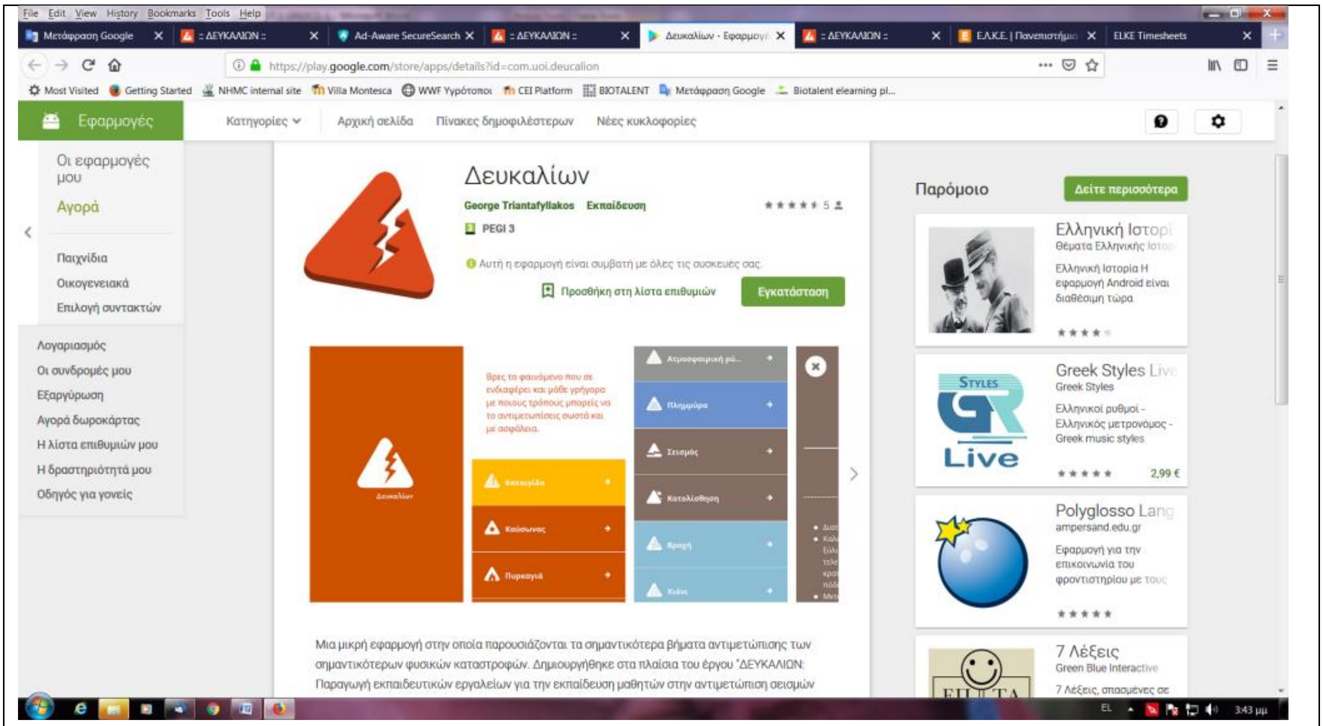
Η δραστηριότητα απευθύνεται στην Ειδική Αγωγή, σε μαθητές δημοτικού ηλικίας 5-8 ετών (Νηπιαγωγείο, Α', Β', Γ' δημοτικού). Οι μαθητές καλούνται να τοποθετήσουν τις εικόνες στη σωστή σειρά ώστε να προκύψει το μήνυμα της εικόνας σχετικά με τις κατάλληλες ενέργειες μετά από πλημμύρα. Εμπλεκόμενες γνωστικές περιοχές είναι η Μελέτη Περιβάλλοντος και οι Φυσικές Επιστήμες.

Μετά από πλημμύρα (Makaton)

Η δραστηριότητα απευθύνεται στην Ειδική Αγωγή, σε μαθητές δημοτικού ηλικίας 5-8 ετών (Νηπιαγωγείο, Α', Β', Γ' δημοτικού). Οι μαθητές καλούνται να τοποθετήσουν τις εικόνες στη σωστή σειρά ώστε να προκύψει το μήνυμα της εικόνας σχετικά με τις κατάλληλες ενέργειες μετά από πλημμύρα. Εμπλεκόμενες γνωστικές περιοχές είναι η Μελέτη Περιβάλλοντος και οι Φυσικές Επιστήμες.

Μετά από πλημμύρα (Makaton)

Η δραστηριότητα απευθύνεται στην Ειδική Αγωγή, σε μαθητές δημοτικού ηλικίας 5-8 ετών (Νηπιαγωγείο, Α', Β', Γ' δημοτικού). Οι μαθητές καλούνται να κατανοήσουν το μήνυμα της εικόνας σχετικά με τη σωστή ενέργεια σε περίπτωση πλημμύρας. Εμπλεκόμενες γνωστικές περιοχές είναι η Μελέτη Περιβάλλοντος και οι Φυσικές Επιστήμες.


https://play.google.com/store/apps/details?id=com.uoi.deucalion
Εφαρμογές
Κατηγορίες
Αρχική σελίδα
Πίνακες δημοφιλέστερων
Νέες κυκλοφορίες
Οι εφαρμογές μου
Αγορά
Παιχνίδια
Οικογενειακά
Επιλογή συντακτών
Λογαριασμός
Οι συνδρομές μου
Εξαργύρωση
Αγορά δωροκάρτας
Η λίστα επιθυμιών μου
Η δραστηριότητά μου
Οδηγός για γονείς
Δευκαλίων
George Triantafyllakos
Εκπαίδευση
PEGI 3
Προσθήκη στη λίστα επιθυμιών
Εγκατάσταση
Ατμοσφαιρική ρύ...
Πλημμύρα
Σεισμός
Κατολίσθηση
Βροχή
Χιόνι
Καταιγίδα
Καύσωνας
Πυρκαγιά
Παρόμοιο
Δείτε περισσότερα
Ελληνική Ιστορία
Greek Styles Live
Polyglosso Lang
7 Λέξεις

Αυτή η εφαρμογή είναι συμβατή με όλες τις συσκευές σας.

Βρες το φαινόμενο που σε ενδιαφέρει και μάθε γρήγορα με ποιους τρόπους μπορείς να το αντιμετωπίσεις σωστά και με ασφάλεια.

Μια μικρή εφαρμογή στην οποία παρουσιάζονται τα σημαντικότερα βήματα αντιμετώπισης των σημαντικότερων φυσικών καταστροφών. Δημιουργήθηκε στα πλαίσια του έργου "ΔΕΥΚΑΛΙΩΝ: Παραγωγή εκπαιδευτικών εργαλείων για την εκπαίδευση μαθητών στην αντιμετώπιση σεισμών

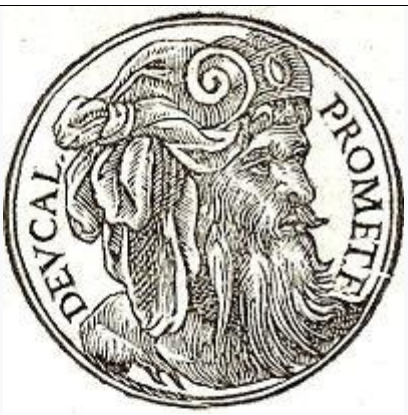
Pedagogical/didactic strategy of the tool

Its pedagogical approach is innovative since different tools are used so there is a lot of interaction with students. Content is correct, comprehensible and understandable and the language is simple and corresponds fully to the age level of children. The site is accessible to everyone, friendly, fun and attractive to children, and combines creatively sound and vision.

The use of graphics makes the website more attractive. The material uses various tools from scientific resources to videos, activities, e-games, brochures, apps for mobile phones and augmented reality games. Every page has different boxes, which children can click on and get further information, for example, they can hear what a storm sounds like. An important aspect of the children's web page are the different games, which are developed to increase their understanding for the topic, to give children time to build up their own opinion on the subject, and to have fun while learning.

Important is also the material for disabled children which is enriched by MACATON signs.

And any other relevant information



In Greek mythology, **Deucalion** was the son of Prometheus; He is closely connected with the flood myth in Greek mythology.

Part III – Assessment of the tool

Main successful characteristics

The **DEUCALION** project is an integrated educational material addressed to children of all ages, including those with movement disorders. Main actions will focus on raising awareness, improving knowledge on several natural and human induced disasters, educating relative groups (students and teachers) on the best practices for facing disasters.

The material uses various tools from scientific material to videos, activities, e-games, brochures, apps for mobile phones and augmented reality games.

In addition, the results of the action contribute to the objectives of the Major Training Program for teachers' training (epimorfosi.edu.gr), providing educational material and tools for dealing with natural disasters by exploiting ICT.

Main points of weakness

N/A

Part I: General information about the selected tool

Denomination/Title of the tool

Enhancing Volunteer Awareness and education against Natural Disasters through E-learning - EVANDE

Year of production

2014-2016

Language/es

EL, ES, IT, BG

Country of production

Greece

Kind of tool

□ Ministerial Educational Program

□ local/regional/national level or extracurricular activities

X 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

X video products

X edu-video trailers

☐ e-seminar

☐ Mooc seminar

X slideshows

X web booklet

☐ e-guide

X web site

X courseware

X 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 (selected as many as appropriated)

X Training for volunteers

☐ Training for school teachers

☐ Training for school staff

X Information about the correct behaviors in case of disaster

X Information about the rules of preventions

☐ Education for students

☐ General public awareness campaign

X Scientific information about the disaster for adults

☐ Scientific information about the disaster for children

X Technical training for civil protection professionals

☐ Other (specify)__________________________

Areas of impact

☐ Natural disasters in general

☐ Anthropic disaster in general

X Earthquakes

X Floods

☐ Tsunami

☐ Volcanic eruptions

☐ Meteorological disasters

X Wildfires

☐ Urban fires

☐ Health disasters

☐ Other (specify

EU Civil Protection Policies.

Brief description of the tool

EVANDE project (Enhancing Volunteer Awareness and education against Natural Disasters through E-learning) aims to create a new learning tool to educate and train civil protection volunteers and local authorities and staff through identification of best practices and knowledge, to develop a web platform to host e-learning courses and training activities, as well as to organize and implement local - based dissemination and training actions.

Web address/link

http://www.evande.eu

Users/target (selected as many as appropriated)

X Volunteers

X Civil protection professionals

☐ Pre-primary educators

☐ Primary school teachers

☐ 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

Natural History Museum of Crete- University of Crete

Part II - Analysis of the Tool

Description of the aim of the tool and of its contents

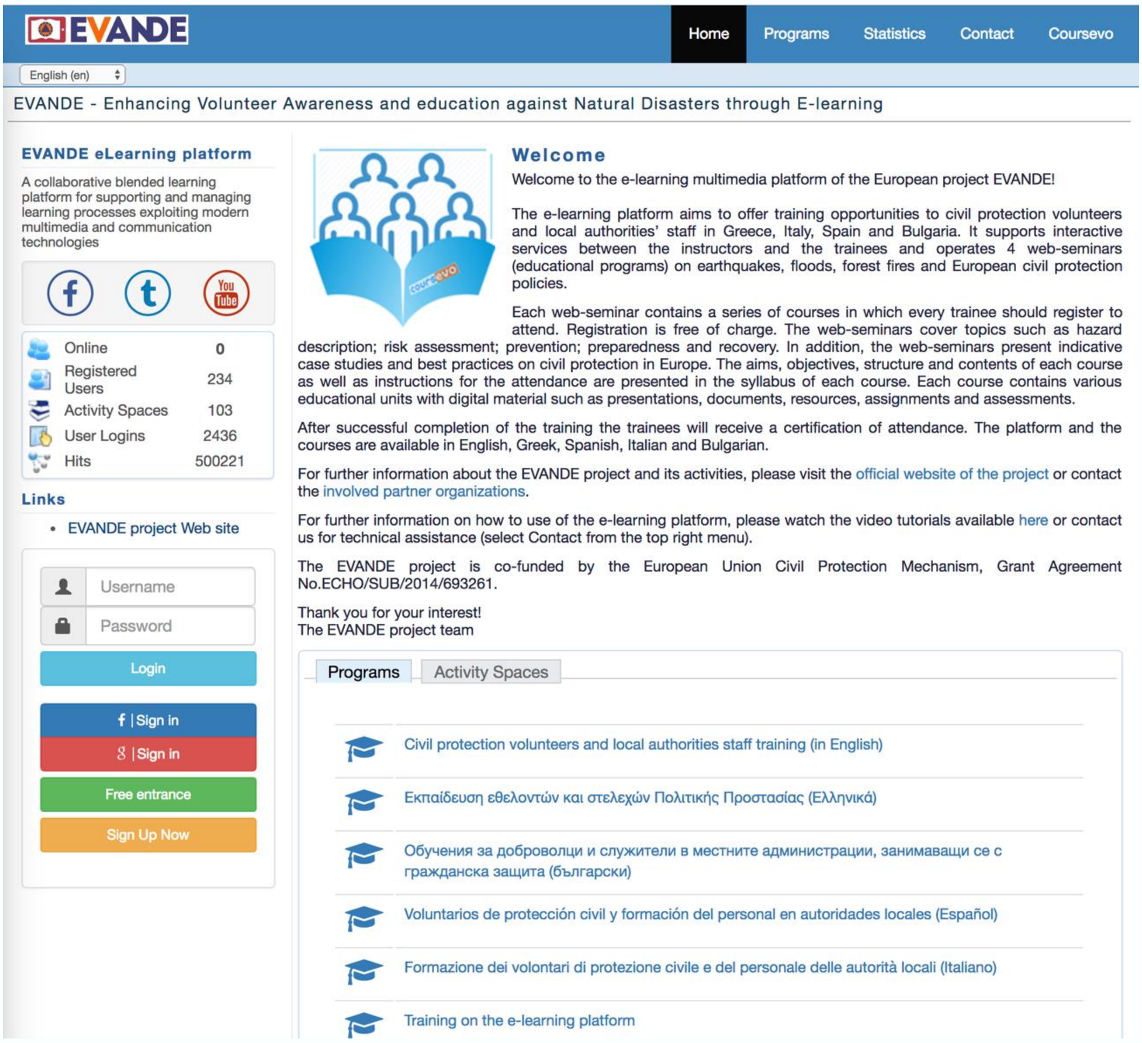
EVANDE project (Enhancing Volunteer Awareness and education against Natural Disasters through E-learning) aims to create a new learning tool to educate and train civil protection volunteers and local authorities and staff through identification of best practices and knowledge, to develop a web platform to host e-learning courses and training activities, as well as to organize and implement local - based dissemination and training actions. The project explores and analyses pre-existing knowledge developed under EU projects, Scientific Research and Civil Protection strategies, as well as existing infrastructure (museums, centres, exhibits).

The EVANDE project aims at:

- increasing the level of knowledge on natural phenomena and their impacts, of civil protection actors in local scale, assisting them to better planning and implementing preparedness and response strategies;
- strengthening collaboration and improvement of communication among the various civil protection actors, such as local authorities and volunteers;

- developing tools and means to raise awareness and to create better prerequisites for civil protection in local and national levels;
- contributing to the development of a lifelong learning based activity addressed to civil protection operators maximizing the benefits of broader society from already developed European projects, studies and strategies; and
- improving cross border civil protection through regional cooperation on interoperability and preparedness for direct response, better planning and reduction of impacts of natural disasters, like floods, droughts, wild fires and earthquakes in all Europe.

The main outcome is the web-platform for e-learning activities that is based on the Multimedia Open Learning Environment (MOLE-http://www.moleportal.eu/). The EVANDE e-learning platform is used as a communication and educational tool in order to make available the information collected by the partners to the public. The final tools have been disseminated and promoted during the various project trainings and public events.



EVANDE - Enhancing Volunteer Awareness and education against Natural Disasters through E-learning

EVANDE eLearning platform

A collaborative blended learning platform for supporting and managing learning processes exploiting modern multimedia and communication technologies

Online	0
Registered Users	234
Activity Spaces	103
User Logins	2436
Hits	500221

Links

- EVANDE project Web site

Welcome

Welcome to the e-learning multimedia platform of the European project EVANDE!

The e-learning platform aims to offer training opportunities to civil protection volunteers and local authorities' staff in Greece, Italy, Spain and Bulgaria. It supports interactive services between the instructors and the trainees and operates 4 web-seminars (educational programs) on earthquakes, floods, forest fires and European civil protection policies.

Each web-seminar contains a series of courses in which every trainee should register to attend. Registration is free of charge. The web-seminars cover topics such as hazard description; risk assessment; prevention; preparedness and recovery. In addition, the web-seminars present indicative case studies and best practices on civil protection in Europe. The aims, objectives, structure and contents of each course as well as instructions for the attendance are presented in the syllabus of each course. Each course contains various educational units with digital material such as presentations, documents, resources, assignments and assessments.

After successful completion of the training the trainees will receive a certification of attendance. The platform and the courses are available in English, Greek, Spanish, Italian and Bulgarian.

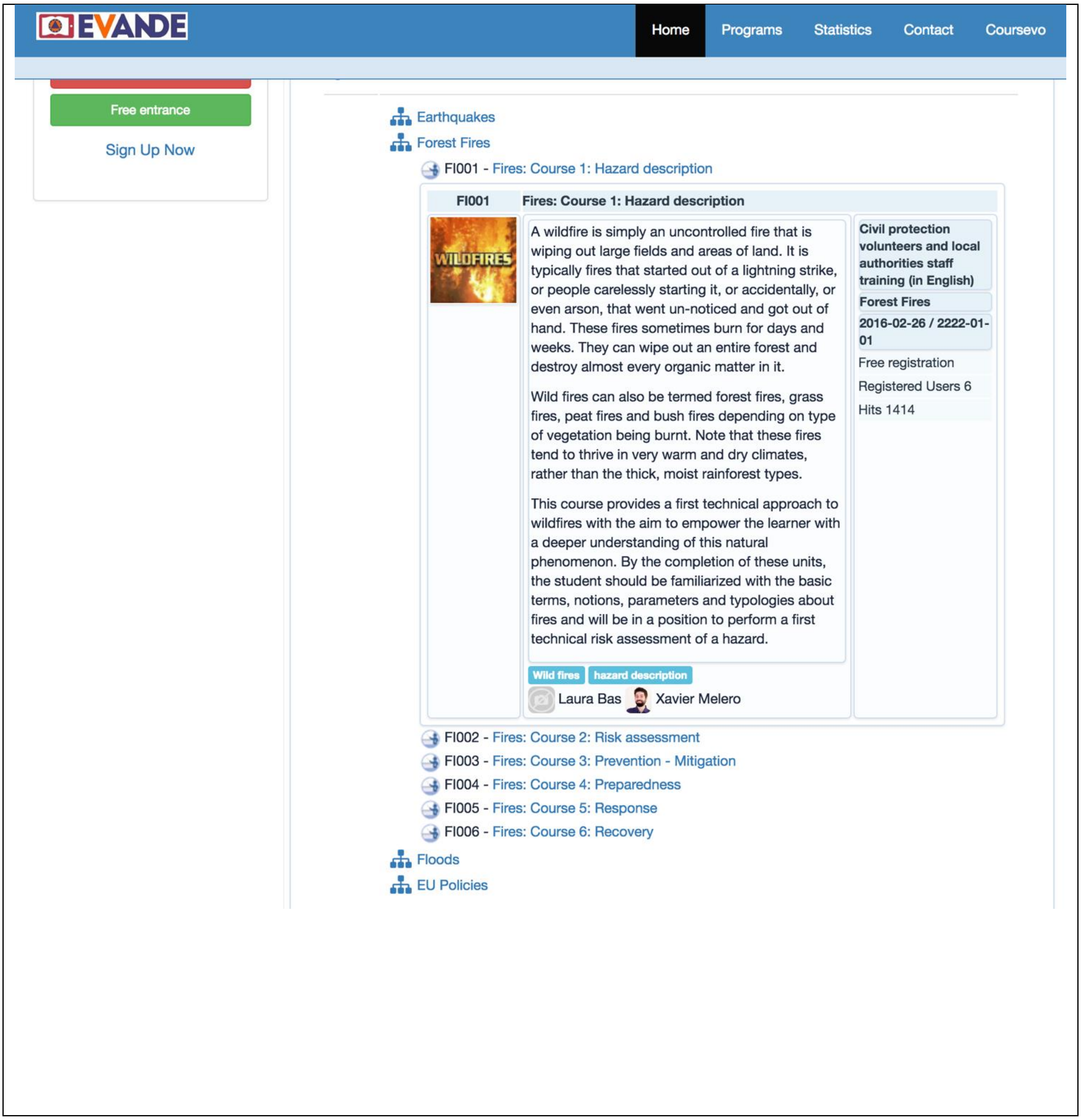
For further information about the EVANDE project and its activities, please visit the official website of the project or contact the involved partner organizations.

For further information on how to use of the e-learning platform, please watch the video tutorials available here or contact us for technical assistance (select Contact from the top right menu).

The EVANDE project is co-funded by the European Union Civil Protection Mechanism, Grant Agreement No.ECHO/SUB/2014/693261.

Thank you for your interest!
The EVANDE project team

- Civil protection volunteers and local authorities staff training (in English)
- Εκπαίδευση εθελοντών και στελεχών Πολιτικής Προστασίας (Ελληνικά)
- Обучения за доброволци и служители в местните администрации, занимаващи се с гражданска защита (български)
- Voluntarios de protección civil y formación del personal en autoridades locales (Español)
- Formazione dei volontari di protezione civile e del personale delle autorità locali (Italiano)
- Training on the e-learning platform



Earthquakes

Forest Fires

FI001 - Fires: Course 1: Hazard description

FI001	Fires: Course 1: Hazard description	
	A wildfire is simply an uncontrolled fire that is wiping out large fields and areas of land. It is typically fires that started out of a lightning strike, or people carelessly starting it, or accidentally, or even arson, that went un-noticed and got out of hand. These fires sometimes burn for days and weeks. They can wipe out an entire forest and destroy almost every organic matter in it. Wild fires can also be termed forest fires, grass fires, peat fires and bush fires depending on type of vegetation being burnt. Note that these fires tend to thrive in very warm and dry climates, rather than the thick, moist rainforest types. This course provides a first technical approach to wildfires with the aim to empower the learner with a deeper understanding of this natural phenomenon. By the completion of these units, the student should be familiarized with the basic terms, notions, parameters and typologies about fires and will be in a position to perform a first technical risk assessment of a hazard. Wild fires · hazard description Laura Bas · Xavier Melero	**Civil protection volunteers and local authorities staff training (in English)** **Forest Fires** **2016-02-26 / 2222-01-01** Free registration Registered Users 6 Hits 1414

FI002 - Fires: Course 2: Risk assessment

FI003 - Fires: Course 3: Prevention - Mitigation

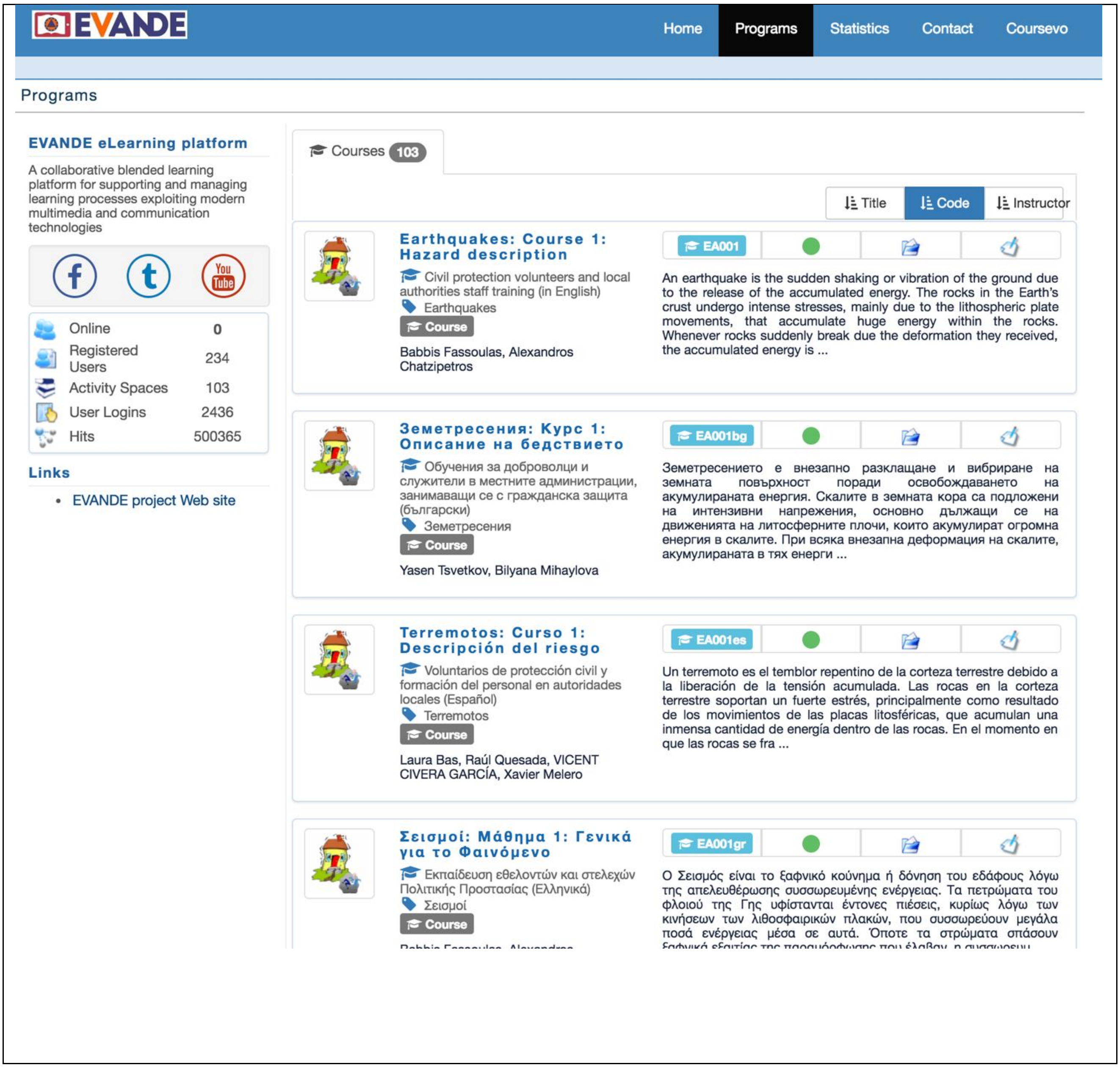
FI004 - Fires: Course 4: Preparedness

FI005 - Fires: Course 5: Response

FI006 - Fires: Course 6: Recovery

Floods

EU Policies



Programs

EVANDE eLearning platform

A collaborative blended learning platform for supporting and managing learning processes exploiting modern multimedia and communication technologies

Online	0
Registered Users	234
Activity Spaces	103
User Logins	2436
Hits	500365

Links

- EVANDE project Web site

Earthquakes: Course 1: Hazard description

Civil protection volunteers and local authorities staff training (in English)

Earthquakes

Babbis Fassoulas, Alexandros Chatzipetros

An earthquake is the sudden shaking or vibration of the ground due to the release of the accumulated energy. The rocks in the Earth's crust undergo intense stresses, mainly due to the lithospheric plate movements, that accumulate huge energy within the rocks. Whenever rocks suddenly break due the deformation they received, the accumulated energy is ...

Земетресения: Курс 1: Описание на бедствието

Обучения за доброволци и служители в местните администрации, занимаващи се с гражданска защита (български)

Земетресения

Yasen Tsvetkov, Bilyana Mihaylova

Земетресението е внезапно разклащане и вибриране на земната повърхност поради освобождаването на акумулираната енергия. Скалите в земната кора са подложени на интензивни напрежения, основно дължащи се на движенията на литосферните плочи, които акумулират огромна енергия в скалите. При всяка внезапна деформация на скалите, акумулираната в тях енерги ...

Terremotos: Curso 1: Descripción del riesgo

Voluntarios de protección civil y formación del personal en autoridades locales (Español)

Terremotos

Laura Bas, Raúl Quesada, VICENT CIVERA GARCÍA, Xavier Melero

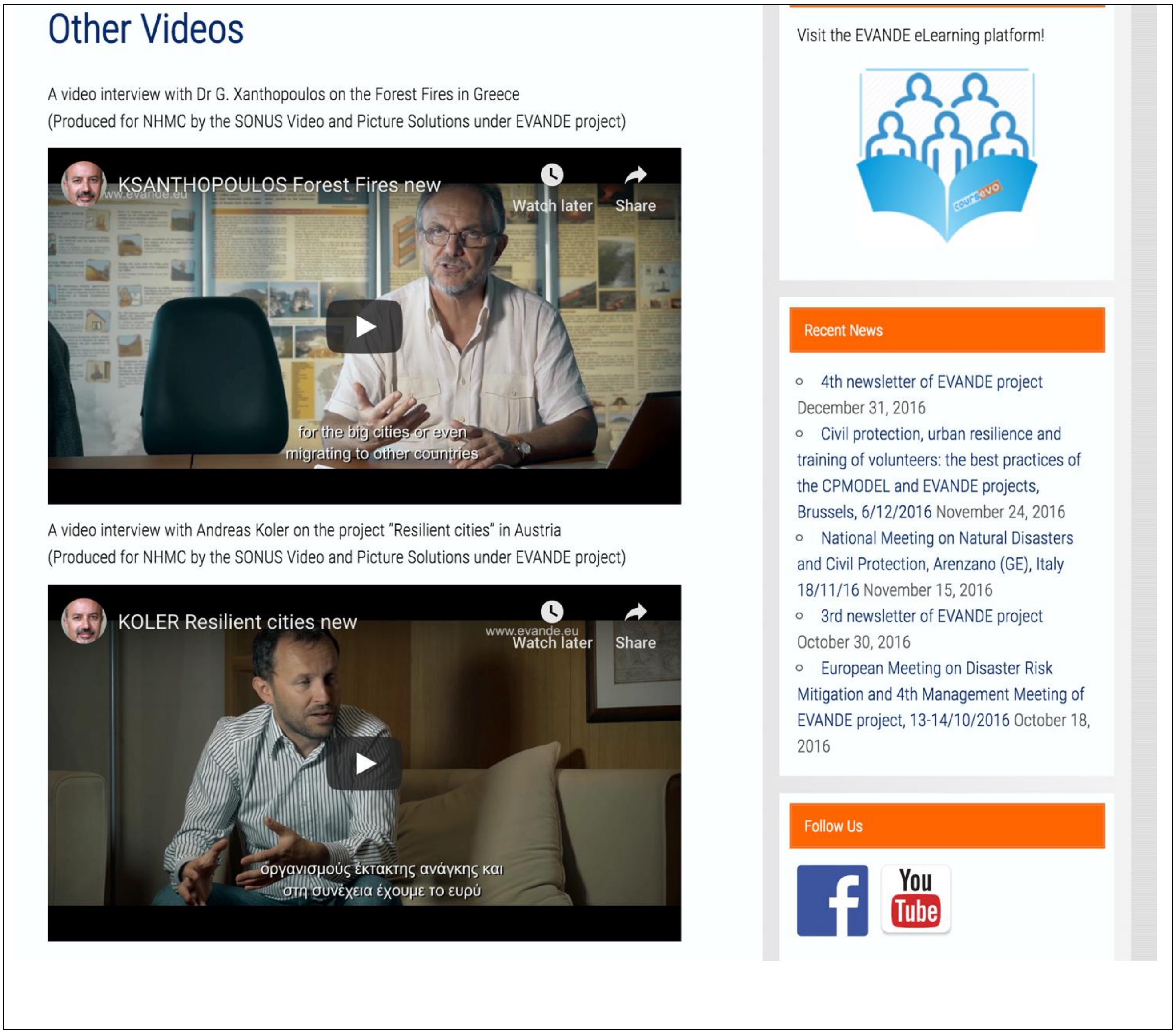
Un terremoto es el temblor repentino de la corteza terrestre debido a la liberación de la tensión acumulada. Las rocas en la corteza terrestre soportan un fuerte estrés, principalmente como resultado de los movimientos de las placas litosféricas, que acumulan una inmensa cantidad de energía dentro de las rocas. En el momento en que las rocas se fra ...

Σεισμοί: Μάθημα 1: Γενικά για το Φαινόμενο

Εκπαίδευση εθελοντών και στελεχών Πολιτικής Προστασίας (Ελληνικά)

Σεισμοί

Ο Σεισμός είναι το ξαφνικό κούνημα ή δόνηση του εδάφους λόγω της απελευθέρωσης συσσωρευμένης ενέργειας. Τα πετρώματα του φλοιού της Γης υφίστανται έντονες πιέσεις, κυρίως λόγω των κινήσεων των λιθοσφαιρικών πλακών, που συσσωρεύουν μεγάλα ποσά ενέργειας μέσα σε αυτά. Όποτε τα στρώματα σπάσουν



Other Videos

A video interview with Dr G. Xanthopoulos on the Forest Fires in Greece
(Produced for NHMC by the SONUS Video and Picture Solutions under EVANDE project)

KSANTHOPOULOS Forest Fires new
www.evande.eu
Watch later
Share
for the big cities or even
migrating to other countries

A video interview with Andreas Koler on the project "Resilient cities" in Austria
(Produced for NHMC by the SONUS Video and Picture Solutions under EVANDE project)

KOLER Resilient cities new
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οργανισμούς έκτακτης ανάγκης και
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Visit the EVANDE eLearning platform!

Recent News

- 4th newsletter of EVANDE project December 31, 2016
- Civil protection, urban resilience and training of volunteers: the best practices of the CPMODEL and EVANDE projects, Brussels, 6/12/2016 November 24, 2016
- National Meeting on Natural Disasters and Civil Protection, Arenzano (GE), Italy 18/11/16 November 15, 2016
- 3rd newsletter of EVANDE project October 30, 2016
- European Meeting on Disaster Risk Mitigation and 4th Management Meeting of EVANDE project, 13-14/10/2016 October 18, 2016

Follow Us

Pedagogical/didactic strategy of the tool

The EVANDE e-learning platform is used as a communication and educational tool in order to make available the information collected by the partners to the public.

The e-learning tools and trainings that has been developed in collaboration with civil protection actors include:

- web-based e-seminars for floods, wild fires, earthquakes and European policies specified for volunteers and civil protection operators, including multimedia presentations, lectures, practice tests and other resources,

- web-based games and mobile location-based educational games
- training and educational seminars for volunteers and local authorities' staff in every country participating,

Under EVANDE, a modern and innovative web platform has been created to serve the needs of distant learning for Civil Protection volunteers, Regional and Local Administration staff and local civil protection mechanisms in general. The e-learning system (Coursevo), developed by the Laboratory of Distributed Multimedia Information Systems and Applications of the Technical University of Crete (TUC/MUSIC), implements modern pedagogical approaches and supports blended learning.

And any other relevant information

To serve the needs of the Natural History Museum of Crete on raising awareness and training of its visitors on mitigating risks from disasters, four interactive mobile location-based games have been produced under EVANDE. These games, developed by the Natural History Museum of Crete/University of Crete in cooperation with the Laboratory of Distributed Multimedia Information Systems and Applications/Technical University of Crete (TUC/MUSIC), were implemented at the facilities of the NHMC at Heraklion, Crete, Greece and the nearby area. Players had to undertake actions following the museum's evacuation plan and fulfil certain tasks related to earthquake, flood or fire disasters. The games are suitable for all Android mobile devices that a visitor can carry with him/her and are also available on tablets existing at the museum.

The games have been developed on the Play Learn platform, developed by the Laboratory of Distributed Multimedia Information Systems and Applications of the Technical University of Crete (TUC/MUSIC), supporting the development and management of learning experiences in mobile location-based games, consisting of: (a) an authoring tool, supporting the creation and management of games, scenario editing, user interface customization and organization of gaming activities, and (b) a mobile application, compatible with most state-of-the-art mobile devices and platforms, supporting the play of games created by the authoring tool.

Part III – Assessment of the tool

Main successful characteristics

Well-designed web page, easily accessible, detailed presentation of the educative material. Friendly communication, proven and familiar way of communicating.

A lot of audiovisual material and project outcomes that are free to download. High quality and very rich educational material, with nice and detailed presentation. Many interesting videos with high level of awareness.

Main points of weakness

N/A

Part I: General information about the selected tool

Denomination/Title of the tool

RACCE "RAISING EARTHQUAKE AWARENESS AND COPING CHILDREN'S EMOTIONS"

Year of production

2010

Language/es

EL, EN, BG, IT, FR

Country of production

Greece

Kind of tool

☐ Ministerial Educational Program

☐ local/regional/national level or extracurricular activities

X 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

X video products

X edu-video trailers

☐ e-seminar

☐ Mooc seminar

X slideshows

X web booklet

☐ e-guide

X web site

X courseware

X e-book

☐ a-book

☐ Flash Application

☐ App for Android

☐ App for Iphone/Ipad

☐ Webinar

☐ E-seminar

☐ video spot

☐ other (specify ______________________________)

General aim of the tool (selected as many as appropriated)

XTraining for volunteers

XTraining for school teachers

X Training for school staff

XInformation about the correct behaviors in case of disaster

X Information about the rules of preventions

XEducation for students

☐ General public awareness campaign

XScientific information about the disaster for adults

XScientific information about the disaster for children

XTechnical training for civil protection professionals

☐ Other (specify)___________________________

Areas of impact

XNatural disasters in general

☐ Anthropic disaster in general

XEarthquakes

XFloods

XTsunami

XVolcanic eruptions

□ Meteorological disasters

□ Wildfires

□ Urban fires

□ Health disasters

□ Other (specify)___________________________

Brief description of the tool

RACCE was a project funded by the Civil Protection 2010 call of EU and was coordinated by the Natural History Museum Crete. The project is titled "Raising earthquake Awareness and Coping Children's Emotions" and is addressed to children, including those with movement disorders with the aim to palliate children emotions in case of an earthquake or volcanic disaster.

Web address/link

http://racce.nhmc.uoc.gr/en

Users/target (selected as many as appropriated)

XVolunteers

XCivil protection professionals

X Pre-primary educators

X Primary school teachers

X Secondary school teachers

□ University educative staff

X Pre-primary kids

X Primary school children

X Secondary school students

□ University students

X School staff

□ General public

□ Other (specify)___________________________

Editor, Institution or Entity responsible of the production

Natural History Museum of Crete, University of Crete

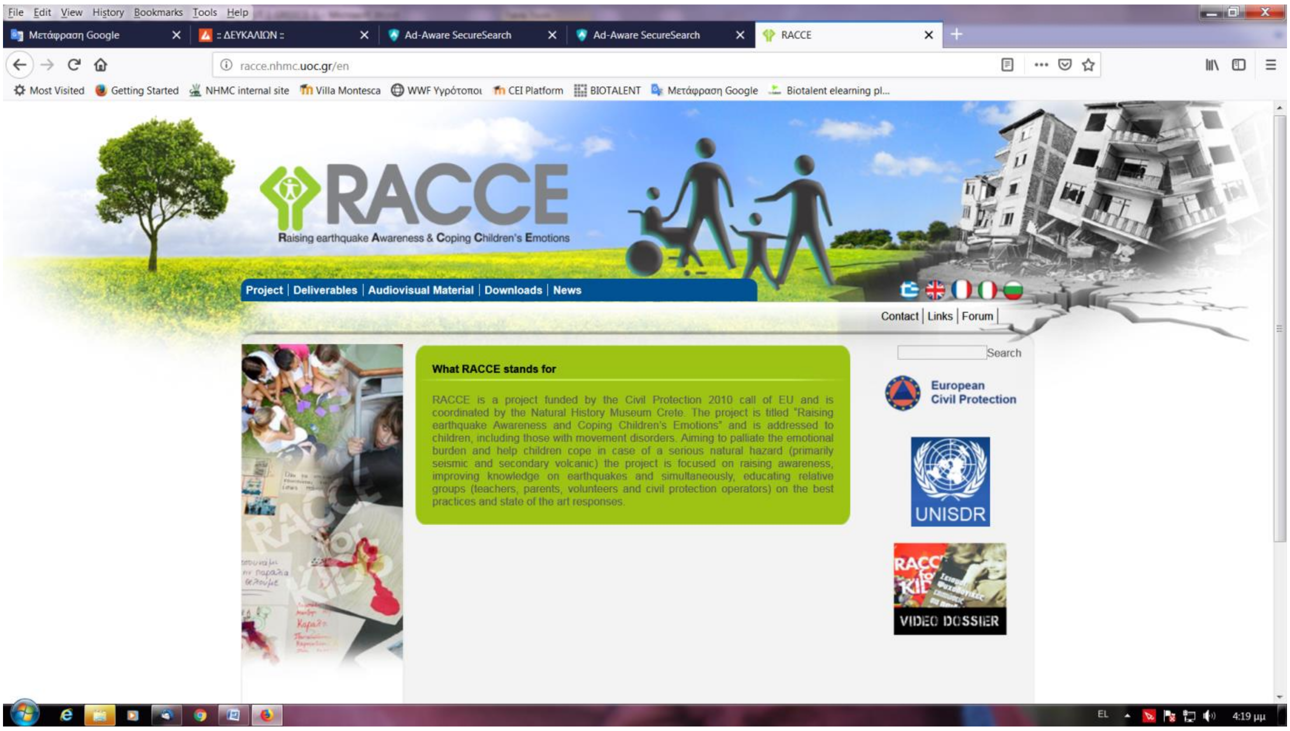
Part II - Analysis of the Tool

Description of the aim of the tool and of its contents

RACCE was a project funded by the Civil Protection 2010 call of EU and was coordinated by the Natural History Museum Crete. The project is titled “Raising earthquake Awareness and Coping Children’s Emotions” and is addressed to children, including those with movement disorders with the aim to palliate children emotions in case of an earthquake or volcanic disaster.
The main outcomes of the project, newsletter and multi-media and web-based products appear in the web site of the project. On You Tube there are various videos of the project activities like dissemination and publicity activities.

Project’s main outcomes have impact in terms of increasing the knowledge of public and mainly of children on the earthquake and volcanic risk. The videos and presentations can be used as a supportive material for any educational activities regarding Earthquakes and Volcanoes. The level of the tool user-friendship is high and the main deliverables of the project can be downloaded from the web site. Educational packages (books, leaflets, and activities) as well as presentations are free to download from the web site.

Moreover, a Travelling Exhibition of 20 Posters which was produced and the mobile Educational packages (suitcases) can be used by partners, stakeholders, schools and other interested organizations in order to better inform on natural phenomena and on protection measures.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RACCE
Raising earthquake Awareness & Coping Children's Emotions
Project | Deliverables | Audiovisual Material | Downloads | News
Contact | Links | Forum |
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European Civil Protection
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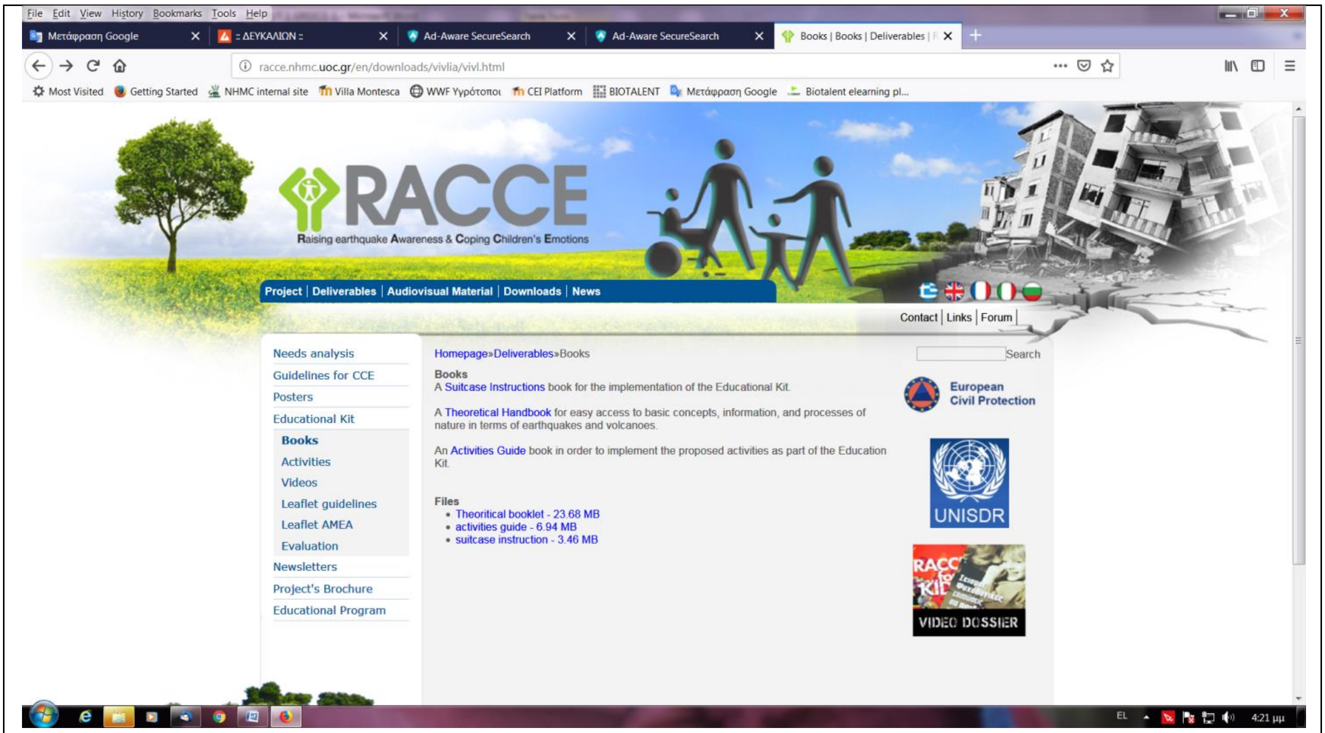
4:19 μμ

What RACCE stands for

RACCE is a project funded by the Civil Protection 2010 call of EU and is coordinated by the Natural History Museum Crete. The project is titled "Raising earthquake Awareness and Coping Children's Emotions" and is addressed to children, including those with movement disorders. Aiming to palliate the emotional burden and help children cope in case of a serious natural hazard (primarily seismic and secondary volcanic) the project is focused on raising awareness, improving knowledge on earthquakes and simultaneously, educating relative groups (teachers, parents, volunteers and civil protection operators) on the best practices and state of the art responses.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Raising earthquake Awareness & Coping Children's Emotions
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Guidelines for CCE
Posters
Educational Kit
Books
Activities
Videos
Leaflet guidelines
Leaflet AMEA
Evaluation
Newsletters
Project's Brochure
Educational Program
Search
European Civil Protection
UNISDR
RACCE Kit
VIDEO DOSSIER
EL
4:21 μμ

Homepage»Deliverables»Books

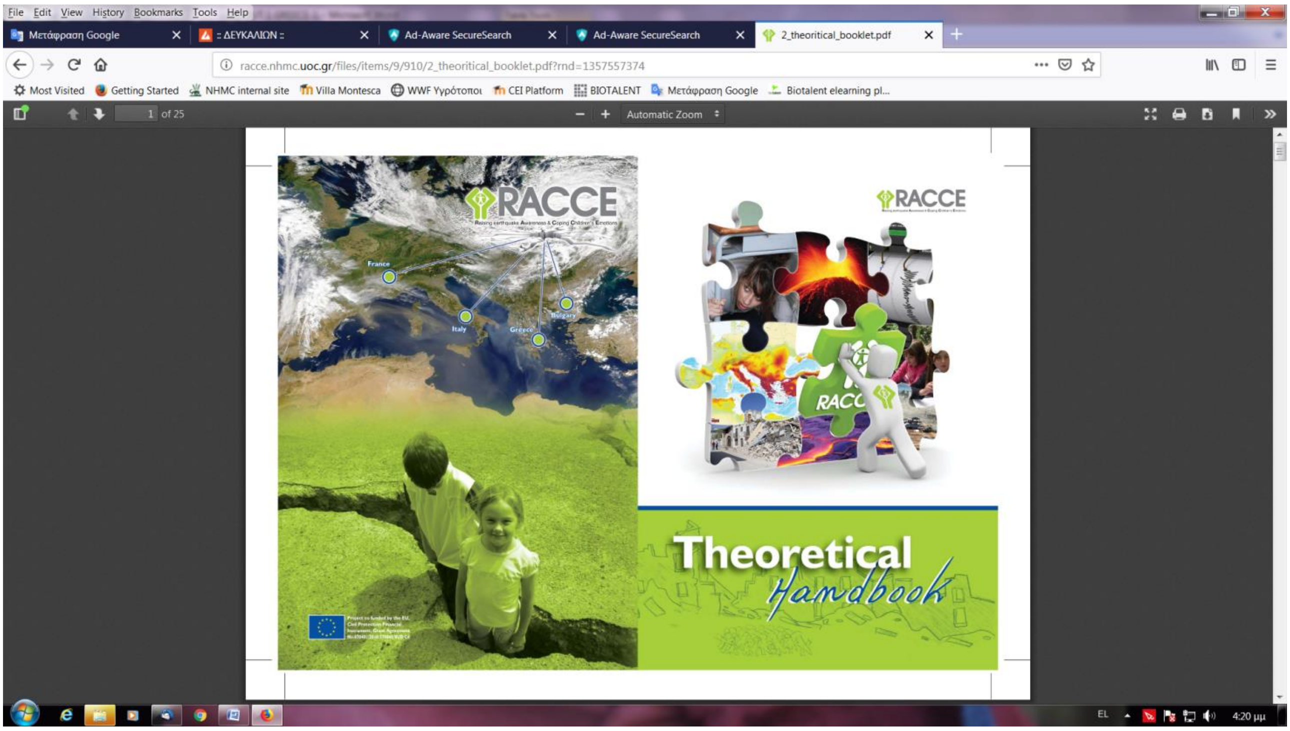
Books

A Suitcase Instructions book for the implementation of the Educational Kit.

A Theoretical Handbook for easy access to basic concepts, information, and processes of nature in terms of earthquakes and volcanoes.

An Activities Guide book in order to implement the proposed activities as part of the Education Kit.

Files
- Theoritical booklet - 23.68 MB
- activities guide - 6.94 MB
- suitcase instruction - 3.46 MB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Automatic Zoom
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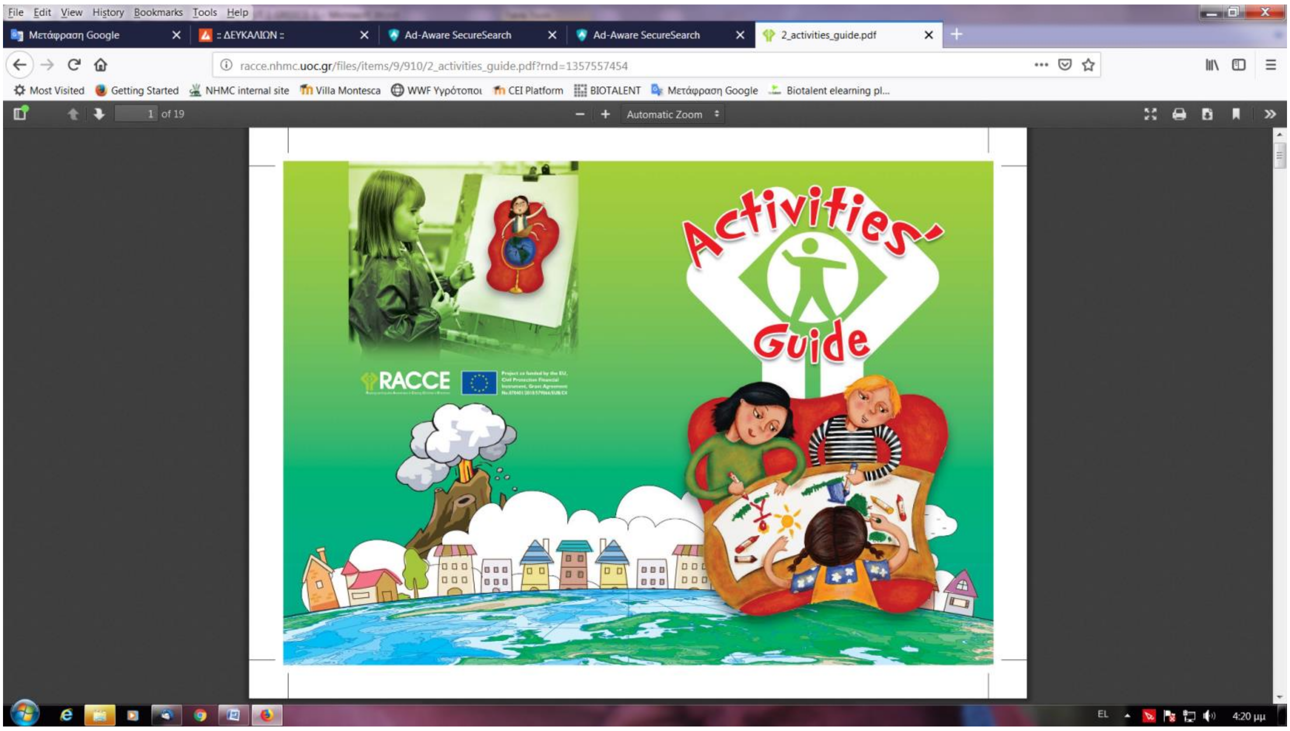
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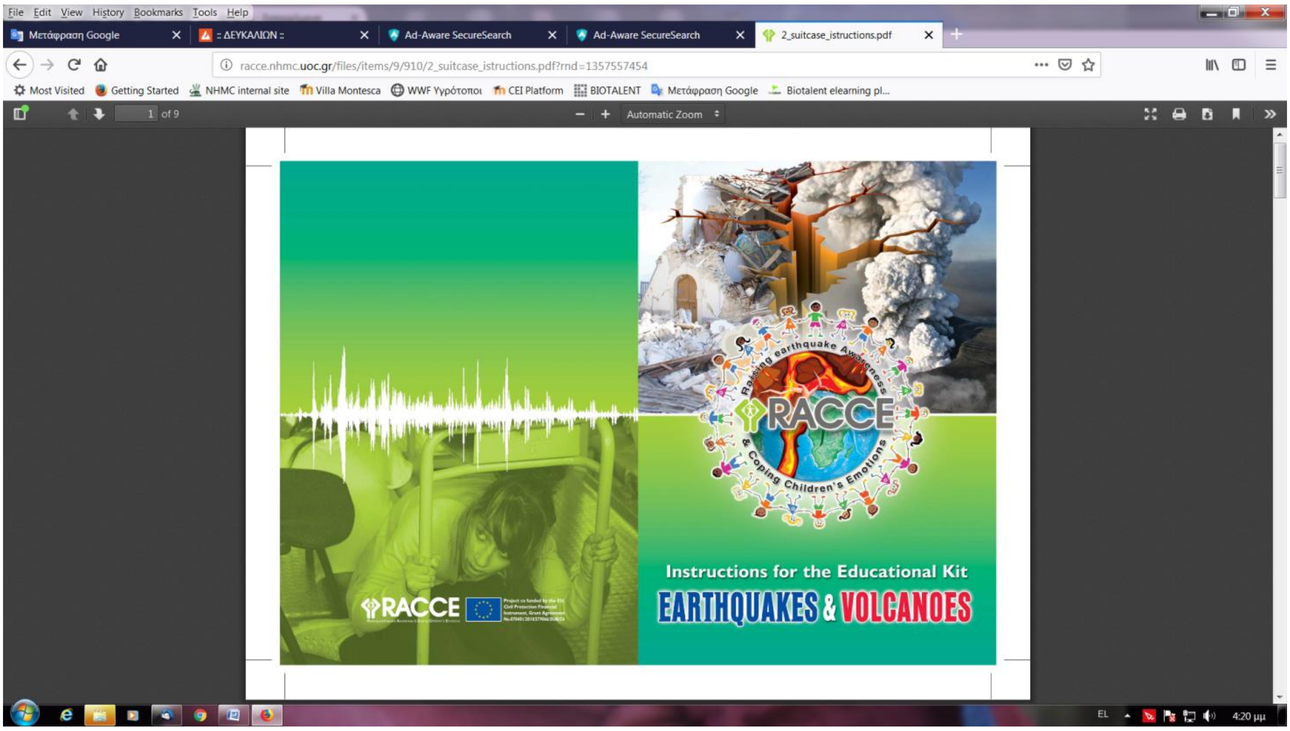
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RACCE
Raising earthquake Awareness & Coping Children's Emotions
Instructions for the Educational Kit
EARTHQUAKES & VOLCANOES
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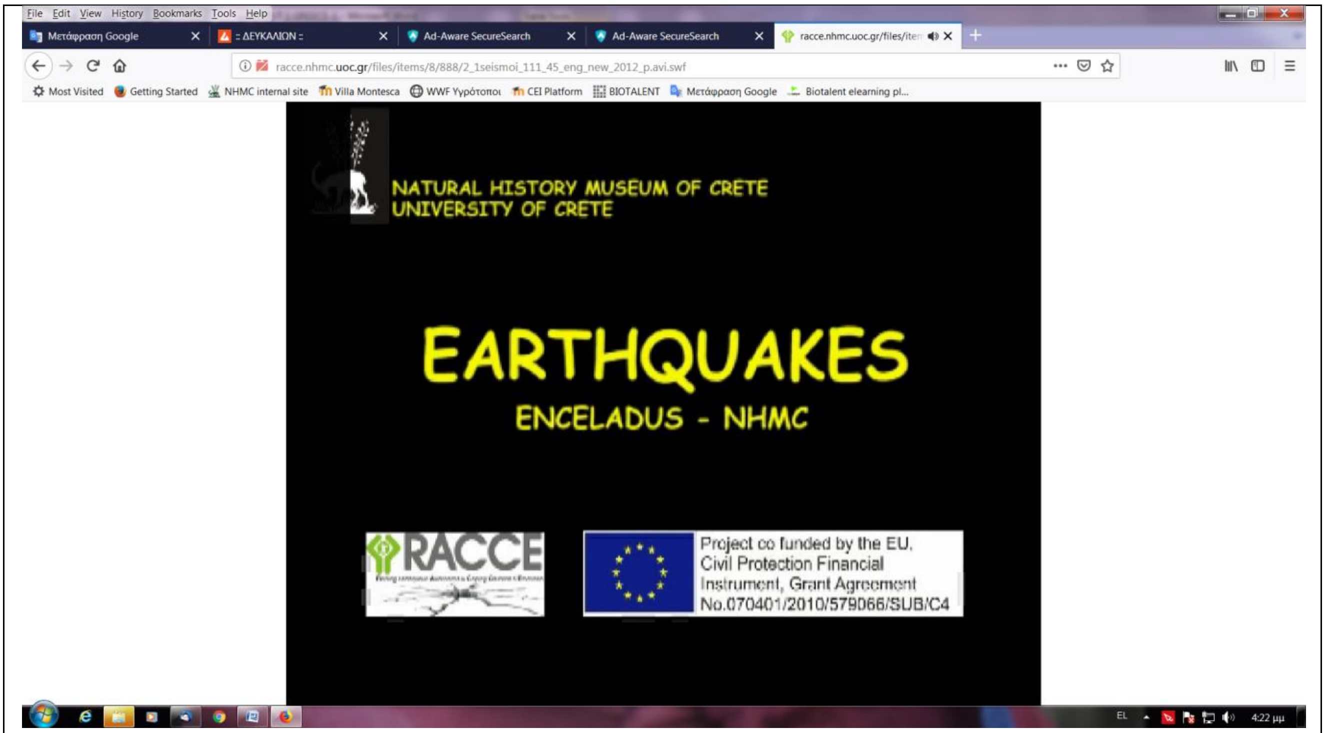

racce.nhmc.uoc.gr/files/items/8/888/2_1seismoi_111_45_eng_new_2012_p.avi.swf

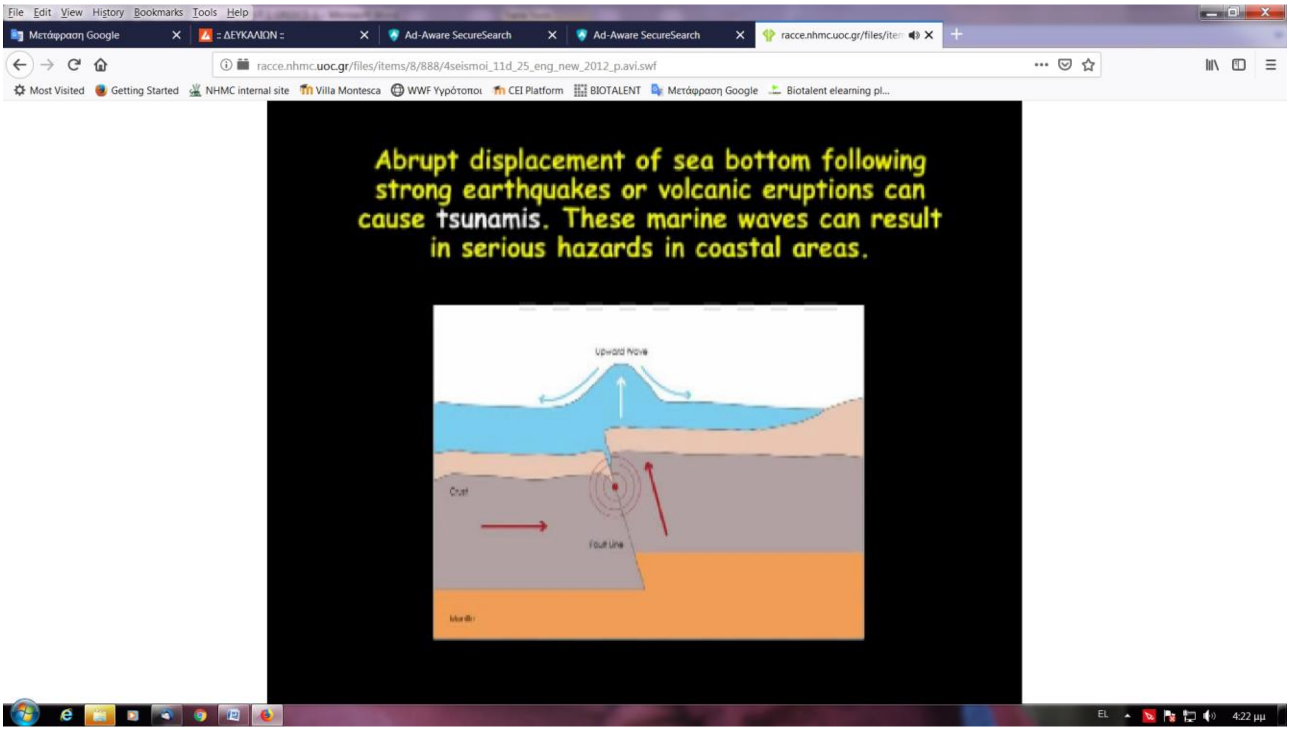
NATURAL HISTORY MUSEUM OF CRETE
UNIVERSITY OF CRETE

EARTHQUAKES

ENCELADUS - NHMC

RACCE

Project co funded by the EU, Civil Protection Financial Instrument, Grant Agreement No.070401/2010/579066/SUB/C4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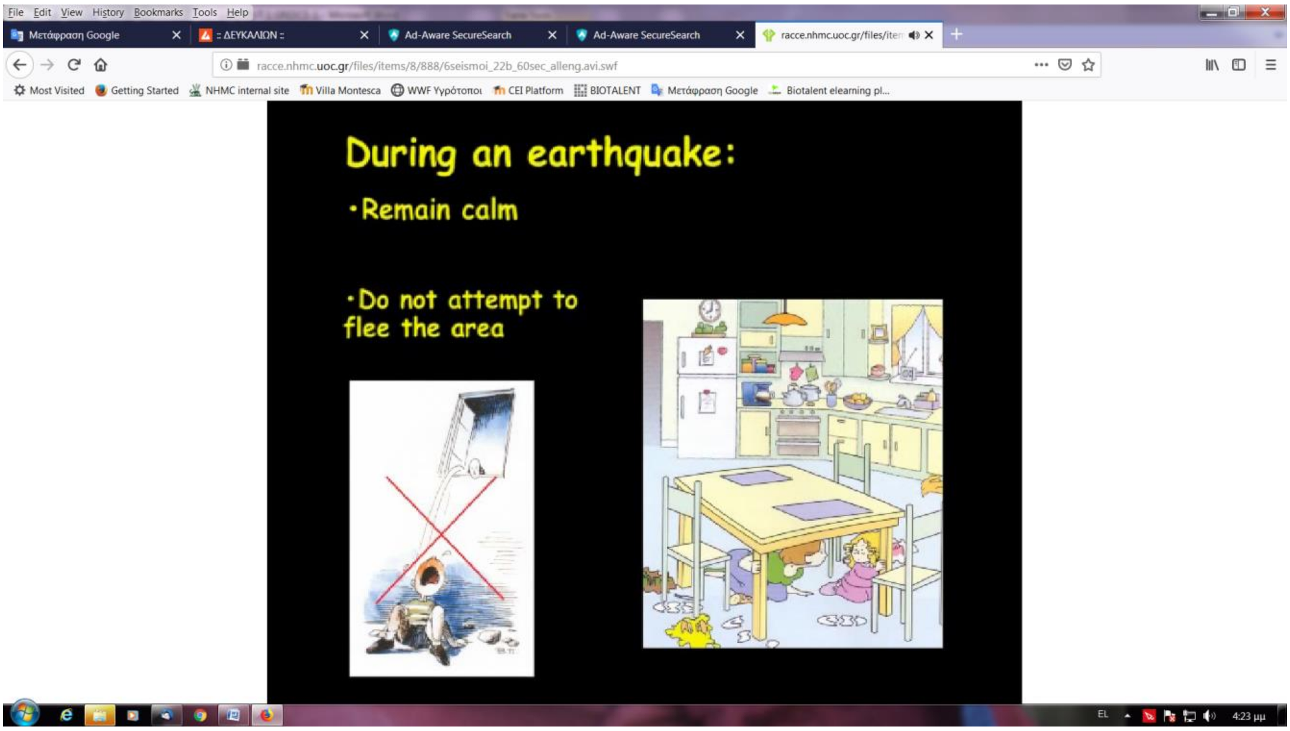
Upward Wave
Crust
Fault Line
Mantle

Abrupt displacement of sea bottom following strong earthquakes or volcanic eruptions can cause tsunamis. These marine waves can result in serious hazards in coastal areas.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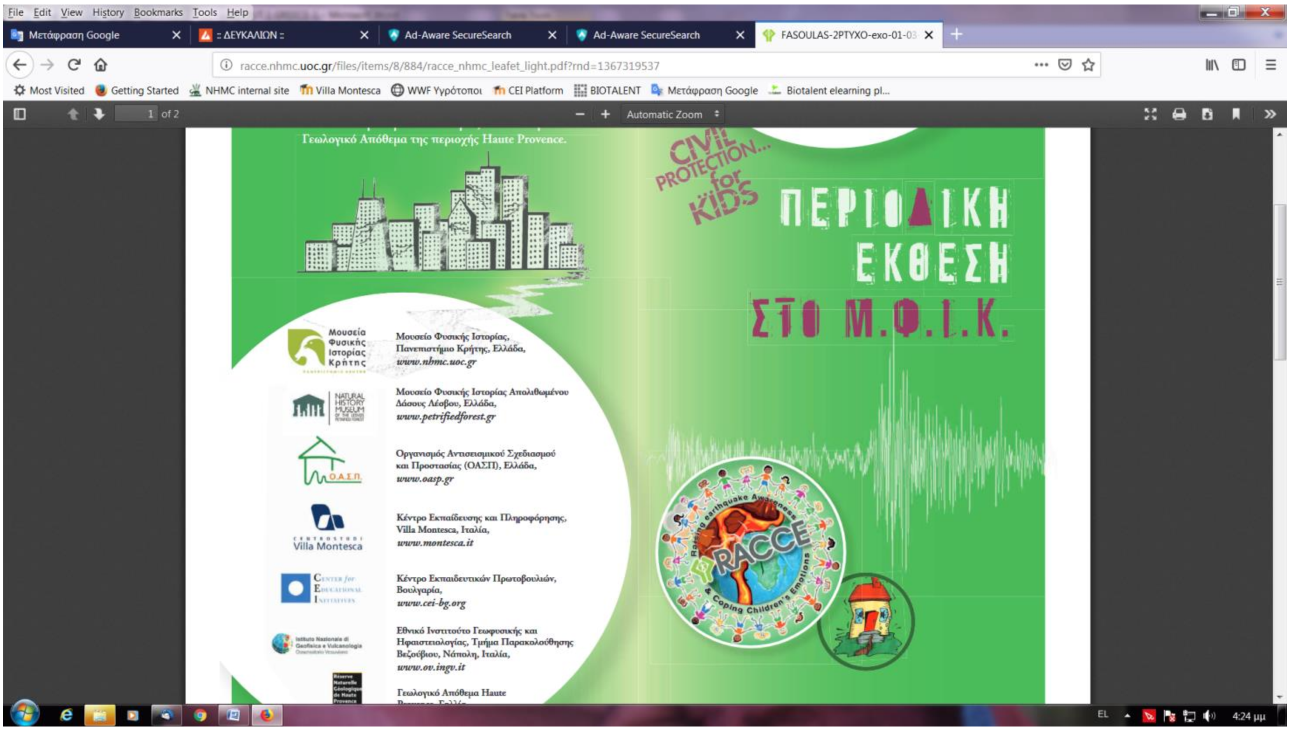
During an earthquake:

- Remain calm
- Do not attempt to flee the area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Automatic Zoom
CIVIL PROTECTION... for KIDS
RACCE
Raising earthquake Awareness & Coping Children's Emotions
EL
4:24 μμ

Γεωλογικό Απόθεμα της περιοχής Haute Provence.

ΠΕΡΙΟΔΙΚΗ ΕΚΘΕΣΗ ΣΤΟ Μ.Φ.Ι.Κ.

Μουσείο Φυσικής Ιστορίας, Πανεπιστήμιο Κρήτης, Ελλάδα, *www.nhmc.uoc.gr*

Μουσείο Φυσικής Ιστορίας Απολιθωμένου Δάσους Λέσβου, Ελλάδα, *www.petrifiedforest.gr*

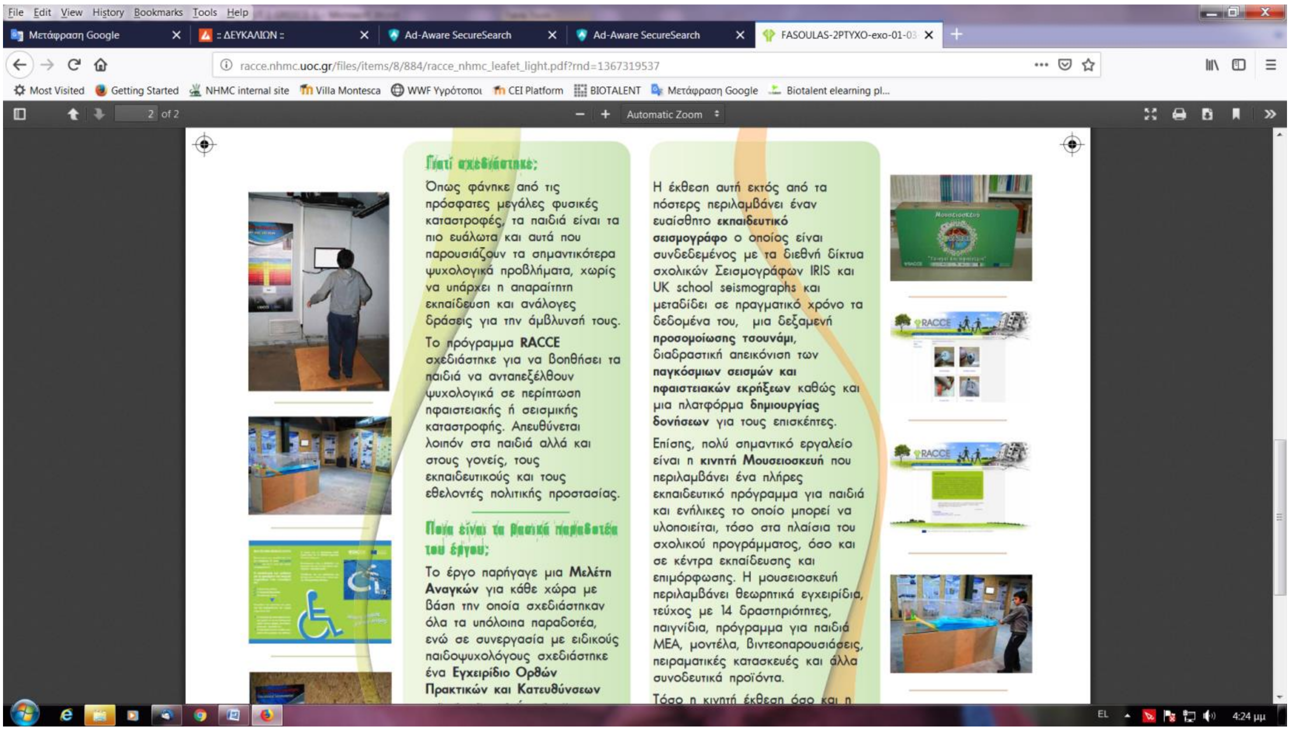
Οργανισμός Αντισεισμικού Σχεδιασμού και Προστασίας (ΟΑΣΠ), Ελλάδα, *www.oasp.gr*

Κέντρο Εκπαίδευσης και Πληροφόρησης, Villa Montesca, Ιταλία, *www.montesca.it*

Κέντρο Εκπαιδευτικών Πρωτοβουλιών, Βουλγαρία, *www.cei-bg.org*

Εθνικό Ινστιτούτο Γεωφυσικής και Ηφαιστειολογίας, Τμήμα Παρακολούθησης Βεζούβιου, Νάπολη, Ιταλία, *www.ov.ingv.it*

Γεωλογικό Απόθεμα Haute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2 of 2
Automatic Zoom
RACCE
EL
4:24 μμ

Γιατί σχεδιάστηκε;

Όπως φάνηκε από τις πρόσφατες μεγάλες φυσικές καταστροφές, τα παιδιά είναι τα πιο ευάλωτα και αυτά που παρουσιάζουν τα σημαντικότερα ψυχολογικά προβλήματα, χωρίς να υπάρχει η απαραίτητη εκπαίδευση και ανάλογες δράσεις για την άμβλυνσή τους.

Το πρόγραμμα **RACCE** σχεδιάστηκε για να βοηθήσει τα παιδιά να ανταπεξέλθουν ψυχολογικά σε περίπτωση ηφαιστειακής ή σεισμικής καταστροφής. Απευθύνεται λοιπόν στα παιδιά αλλά και στους γονείς, τους εκπαιδευτικούς και τους εθελοντές πολιτικής προστασίας.

Ποια είναι τα βασικά παραδοτέα του έργου;

Το έργο παρήγαγε μια **Μελέτη Αναγκών** για κάθε χώρα με βάση την οποία σχεδιάστηκαν όλα τα υπόλοιπα παραδοτέα, ενώ σε συνεργασία με ειδικούς παιδοψυχολόγους σχεδιάστηκε ένα **Εγχειρίδιο Ορθών Πρακτικών και Κατευθύνσεων**

Η έκθεση αυτή εκτός από τα πόστερς περιλαμβάνει έναν ευαίσθητο **εκπαιδευτικό σεισμογράφο** ο οποίος είναι συνδεδεμένος με τα διεθνή δίκτυα σχολικών Σεισμογράφων IRIS και UK school seismographs και μεταδίδει σε πραγματικό χρόνο τα δεδομένα του, μια δεξαμενή **προσομοίωσης τσουνάμι**, διαδραστική απεικόνιση των **παγκόσμιων σεισμών και ηφαιστειακών εκρήξεων** καθώς και μια πλατφόρμα **δημιουργίας δονήσεων** για τους επισκέπτες.

Επίσης, πολύ σημαντικό εργαλείο είναι η **κινητή Μουσειοσκευή** που περιλαμβάνει ένα πλήρες εκπαιδευτικό πρόγραμμα για παιδιά και ενήλικες το οποίο μπορεί να υλοποιείται, τόσο στα πλαίσια του σχολικού προγράμματος, όσο και σε κέντρα εκπαίδευσης και επιμόρφωσης. Η μουσειοσκευή περιλαμβάνει θεωρητικά εγχειρίδια, τεύχος με 14 δραστηριότητες, παιγνίδια, πρόγραμμα για παιδιά ΜΕΑ, μοντέλα, βιντεοπαρουσιάσεις, πειραματικές κατασκευές και άλλα συνοδευτικά προϊόντα.

Τόσο η κινητή έκθεση όσο και η

Pedagogical/didactic strategy of the tool

The project is addressed to children, including those with movement disorders. Main actions focus on raising awareness, improving knowledge on earthquakes, educating relative groups (teachers, parents, volunteers and civil protection operators) on the best practices and state of the art responses and establishing collaboration between various civil protection operators. In this direction, a Travelling Exhibition and an innovative Educational Kit are realized in order to serve information and dissemination purposes. The exhibition includes posters and static displays related to seismic and volcanic hazards and can be lent and used by schools, public institutions and bodies, groups of volunteers, and NGOs. The Educational kit is a project connected with school curricula and is enriched with various tools such as: Books, Activities, Videos, Presentations, Case studies, e.t.c.

Moreover, an educational seismic table (earthquake simulator) is operating at the Natural History Museum of Crete, offering visitors the opportunity to learn about earthquakes and experience, in a safe environment, simulations of real earthquakes. Visitors can experience specially designed programs in Greek and English, prepared in collaboration with the National Organization for Seismic Protection (OASP) of Greece, about protection measures and good practices against the earthquakes and simultaneously feel earthquakes up to 6 Richter in magnitude. Educational programs, adjusted for various age groups of children, will be implemented. Participate in Campaigns.

And any other relevant information

RACCE project is present with various ways, on Project Web site, on Facebook page (www.facebook.com/RACCEforkids). On you tube a production of a 25 minutes' video dossier is uploaded on project's activities and outputs with the necessary subtitling that was shared in seminars, meetings and other occasions.

Part III – Assessment of the tool

Main successful characteristics

Well-designed web page, easily accessible, detailed presentation of the educative material. Friendly communication, proven and familiar way of communicating.

A lot of audiovisual material and project outcomes that are free to download. High quality and very rich educational material, with nice and detailed presentation. Many interesting videos with high level of awareness. The information is correct, adequate and easily understandable. Friendly interface.

The educational approach for children with special needs and disabilities is very important.

Main points of weakness

N/A

Part I: General information about the selected tool

Denomination/Title of the tool

“SELF - PROTECTION GUIDELINES” **GENERAL SECRETARIAT FOR CIVIL PROTECTION**

Year of production

Language/es

GR, EN

Country of production

Greece

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

X cartoon

☐ TV series

☐ audio-seminar

☐ video game

☐ Edu-documentary

☐ app for tablets and smartphones

Xweb based edu-games

☐ edu-blog

☐ e-learning platform

☐ video products

☐ edu-video trailers

☐ e-seminar

☐ Mooc seminar

☐ slideshows

☐ web booklet

☐ e-guide

X web site

☐ courseware

X 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 (selected as many as appropriated)

☐ Training for volunteers

XTraining for school teachers

XTraining for school staff

☐ Information about the correct behaviors in case of disaster

X Information about the rules of preventions

XEducation for students

XGeneral 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

XEarthquakes

XFloods

XTsunami

XVolcanic eruptions

XMeteorological disasters

XWildfires

□ Urban fires

□ Health disasters

XOther (specify) Technological accidents, landslides

Brief description of the tool

General information about the natural and human induced disaster. Information about the correct behaviour before, during and after the disasters. Information about the rules of preventions.

Web address/link

https://www.civilprotection.gr/el/disasters

Users/target (selected as many as appropriated)

X Volunteers

□ Civil protection professionals

X 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

XGeneral public

□ Other (specify)___________________________

Editor, Institution or Entity responsible of the production

General Secretariat for Civil Protection

Part II - Analysis of the Tool

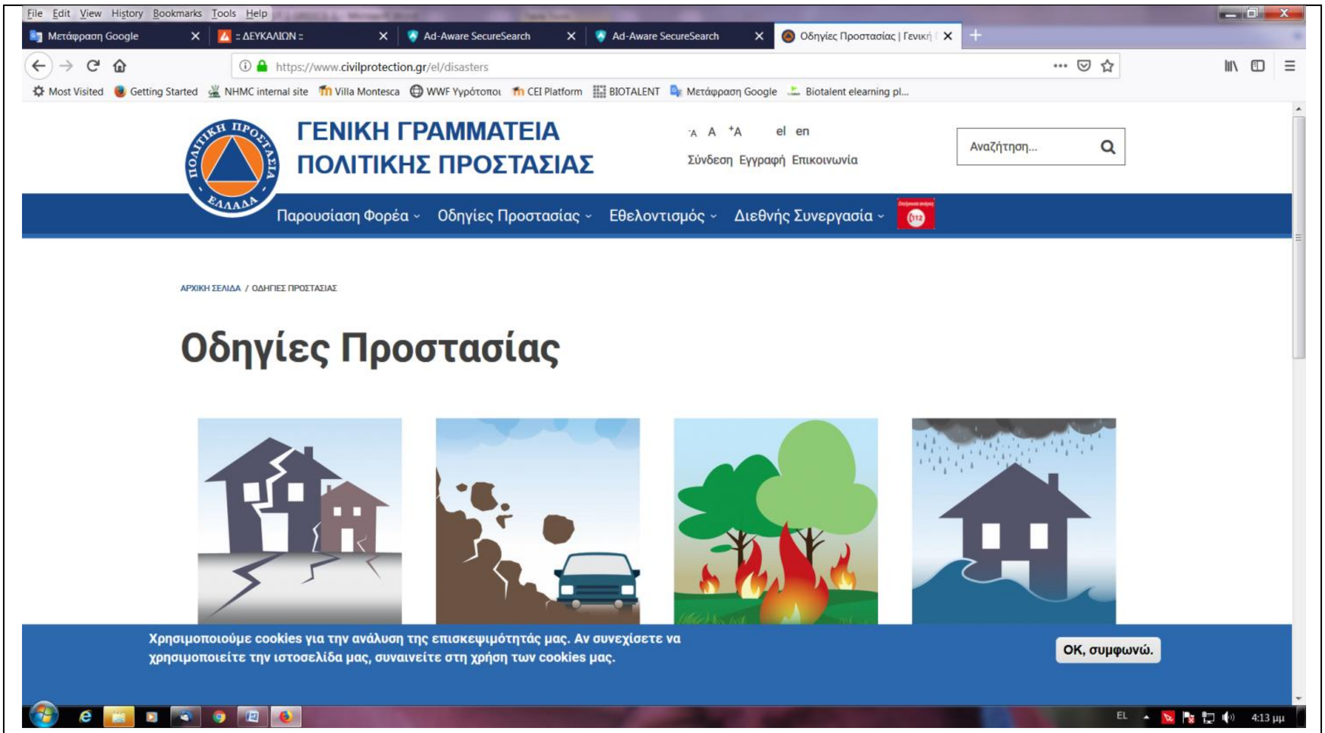
Description of the aim of the tool and of its contents

The tool "Self-Protection Guidelines" helps people learn about the causes of natural and human induced disasters and prepare themselves to handle them better. It includes general information about the disasters and the correct behaviour in case of disasters. There is also information about the rules of prevention.

The tool includes guidelines for 8 kinds of natural and human induced disasters such as earthquakes, floods, tsunamis, volcanoes, landslides, fires, severe weather phenomena and technological accidents. It is a useful and reliable tool for the educational community and specifically for teachers.

The tool has been prepared by the General Secretariat for Civil Protection (GSCP) which is a subdivision of the Greek Ministry of the Interior. The GSCP's mission is to design, plan, organize and coordinate actions regarding risk assessment, prevention, preparedness, information and response to natural, technological or other disasters or emergencies, to coordinate rehabilitation operation, to monitor the above actions and to inform the public on these issues.

There is also an e-book about the evacuation planning of infrastructures in case of earthquake of fire for disabled people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Εθελοντισμός
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ΑΡΧΙΚΗ ΣΕΛΙΔΑ / ΟΔΗΓΙΕΣ ΠΡΟΣΤΑΣΙΑΣ

Οδηγίες Προστασίας

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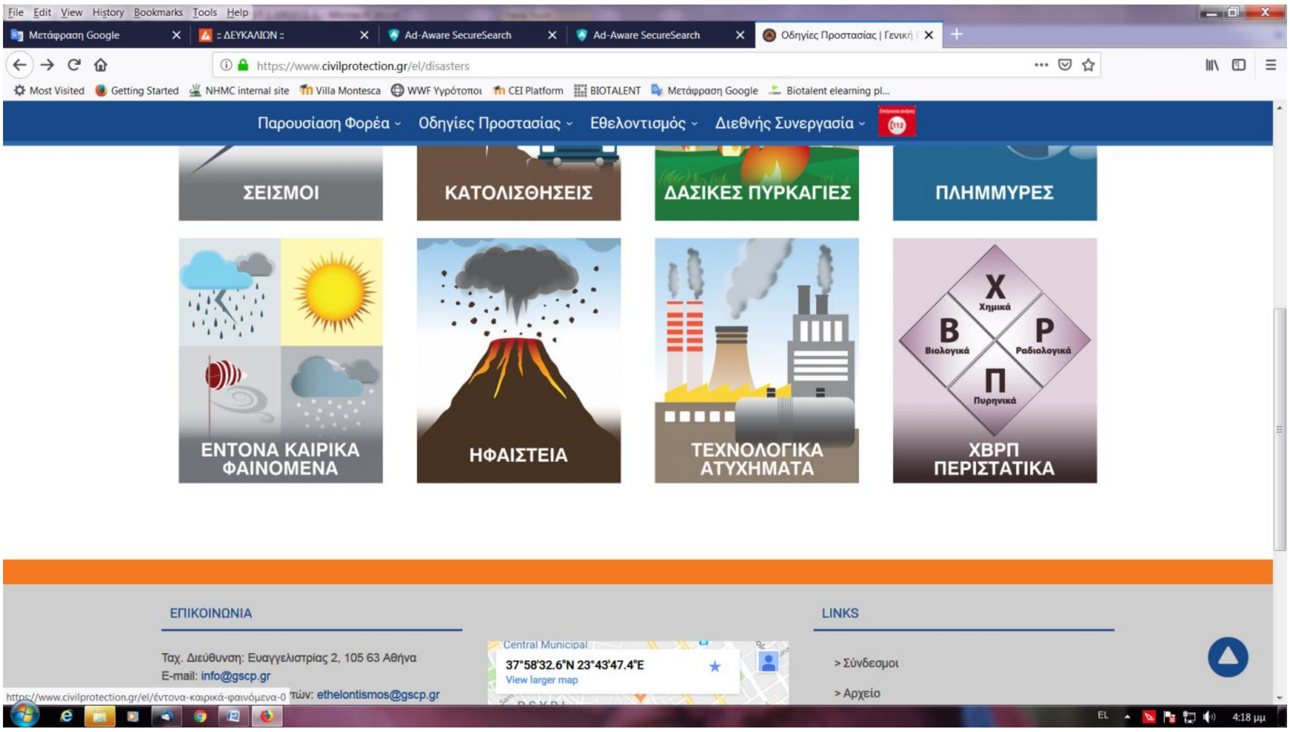
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Π Πυρηνικά
ΧΒΡΠ ΠΕΡΙΣΤΑΤΙΚΑ
ΕΠΙΚΟΙΝΩΝΙΑ
Central Municipal
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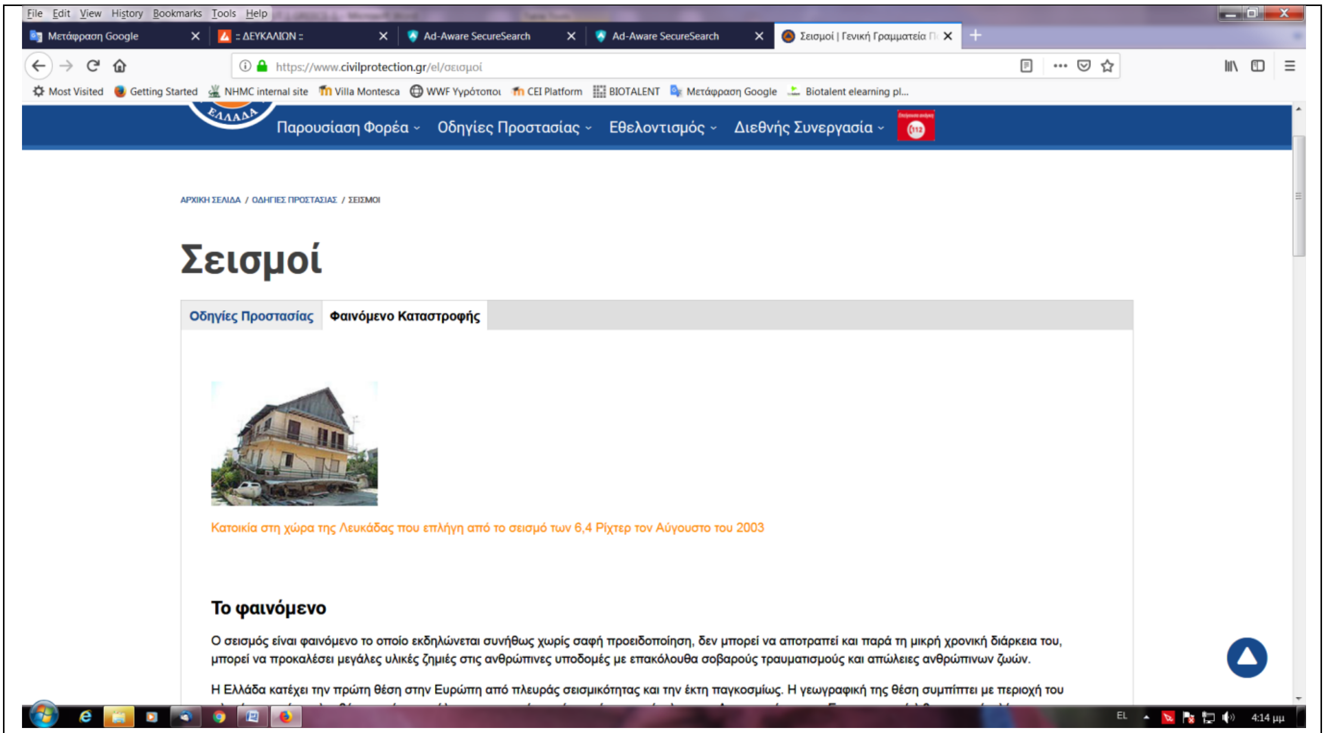
View larger map
LINKS
> Σύνδεσμοι
> Αρχείο
https://www.civilprotection.gr/el/έντονα-καιρικά-φαινόμενα-0
EL
4:18 μμ

Ταχ. Διεύθυνση: Ευαγγελιστρίας 2, 105 63 Αθήνα
E-mail: info@gscp.gr
των: ethelontismos@gscp.gr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4:14 μμ

ΑΡΧΙΚΗ ΣΕΛΙΔΑ / ΟΔΗΓΙΕΣ ΠΡΟΣΤΑΣΙΑΣ / ΣΕΙΣΜΟΙ

Σεισμοί

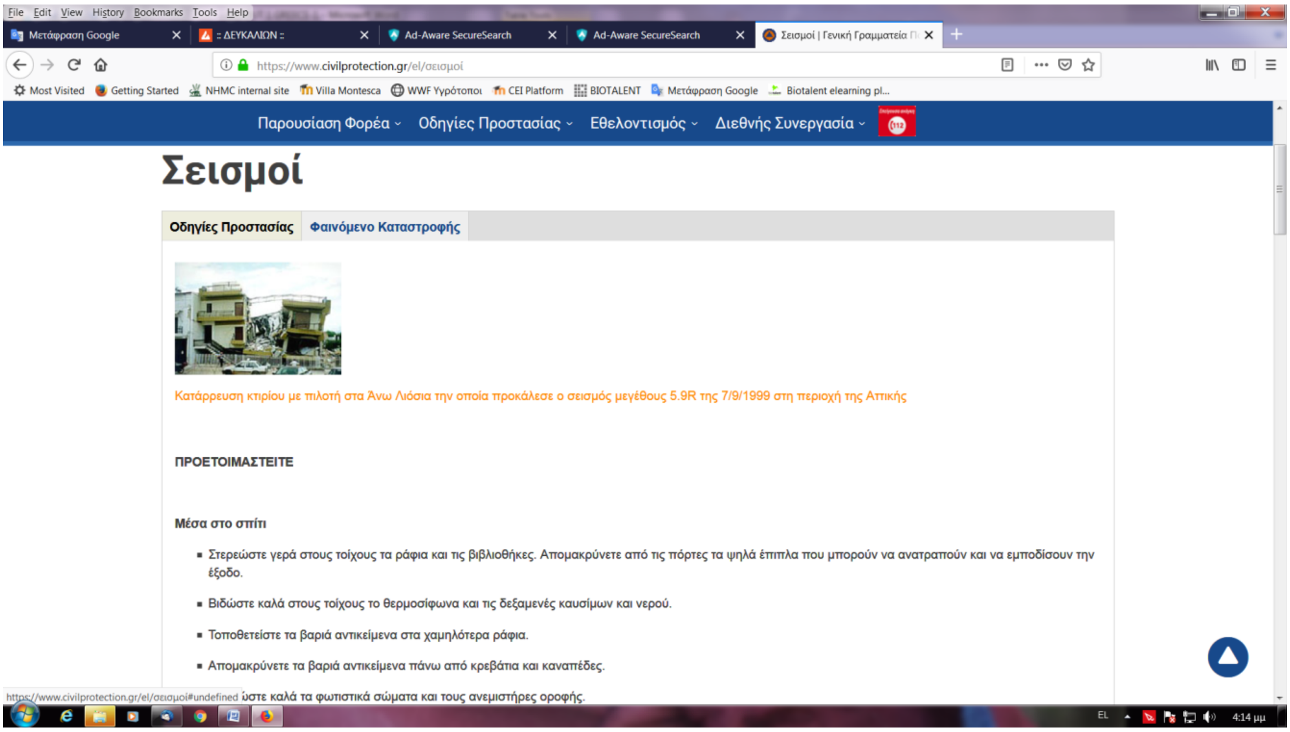
Οδηγίες Προστασίας | **Φαινόμενο Καταστροφής**

Κατοικία στη χώρα της Λευκάδας που επλήγη από το σεισμό των 6,4 Ρίχτερ τον Αύγουστο του 2003

Το φαινόμενο

Ο σεισμός είναι φαινόμενο το οποίο εκδηλώνεται συνήθως χωρίς σαφή προειδοποίηση, δεν μπορεί να αποτραπεί και παρά τη μικρή χρονική διάρκεια του, μπορεί να προκαλέσει μεγάλες υλικές ζημιές στις ανθρώπινες υποδομές με επακόλουθα σοβαρούς τραυματισμούς και απώλειες ανθρώπινων ζωών.

Η Ελλάδα κατέχει την πρώτη θέση στην Ευρώπη από πλευράς σεισμικότητας και την έκτη παγκοσμίως. Η γεωγραφική της θέση συμπίπτει με περιοχή του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https://www.civilprotection.gr/el/σεισμοί#undefined
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4:14 μμ

Σεισμοί

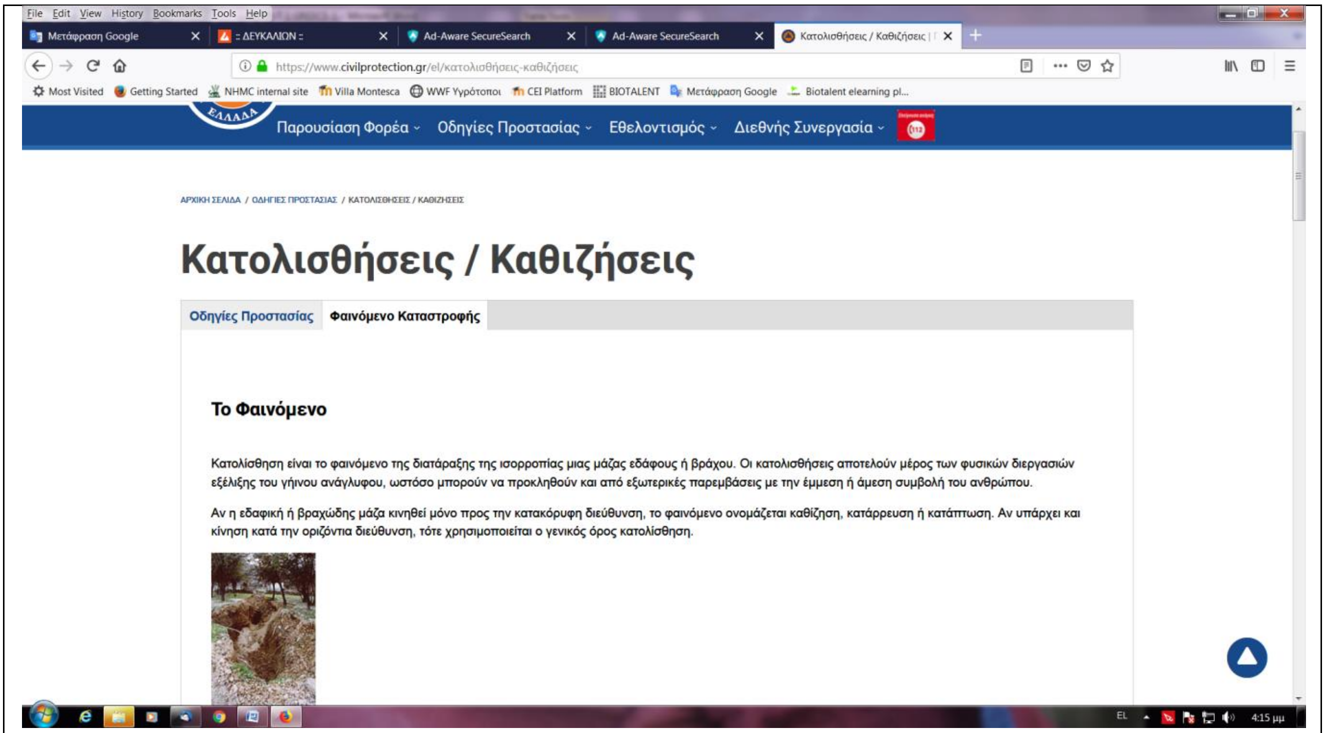
Οδηγίες Προστασίας | Φαινόμενο Καταστροφής

Κατάρρευση κτιρίου με πιλοτή στα Άνω Λιόσια την οποία προκάλεσε ο σεισμός μεγέθους 5.9R της 7/9/1999 στη περιοχή της Αττικής

ΠΡΟΕΤΟΙΜΑΣΤΕΙΤΕ

Μέσα στο σπίτι

- Στερεώστε γερά στους τοίχους τα ράφια και τις βιβλιοθήκες. Απομακρύνετε από τις πόρτες τα ψηλά έπιπλα που μπορούν να ανατραπούν και να εμποδίσουν την έξοδο.
- Βιδώστε καλά στους τοίχους το θερμοσίφωνα και τις δεξαμενές καυσίμων και νερού.
- Τοποθετείστε τα βαριά αντικείμενα στα χαμηλότερα ράφια.
- Απομακρύνετε τα βαριά αντικείμενα πάνω από κρεβάτια και καναπέδες.
- ώστε καλά τα φωτιστικά σώματα και τους ανεμιστήρες οροφής.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Οδηγίες Προστασίας
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ΑΡΧΙΚΗ ΣΕΛΙΔΑ / ΟΔΗΓΙΕΣ ΠΡΟΣΤΑΣΙΑΣ / ΚΑΤΟΛΙΣΘΗΣΕΙΣ / ΚΑΘΙΖΗΣΕΙΣ

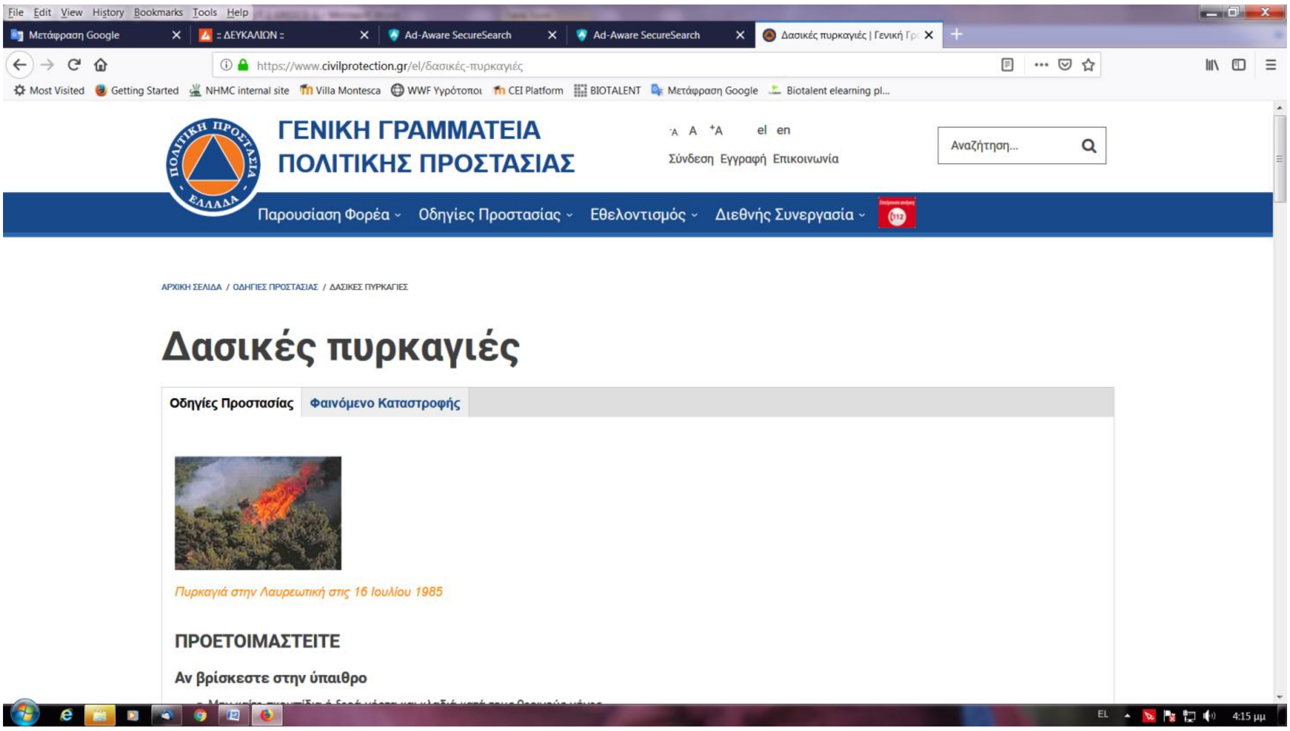
Κατολισθήσεις / Καθιζήσεις

Οδηγίες Προστασίας | Φαινόμενο Καταστροφής

Το Φαινόμενο

Κατολίσθηση είναι το φαινόμενο της διατάραξης της ισορροπίας μιας μάζας εδάφους ή βράχου. Οι κατολισθήσεις αποτελούν μέρος των φυσικών διεργασιών εξέλιξης του γήινου ανάγλυφου, ωστόσο μπορούν να προκληθούν και από εξωτερικές παρεμβάσεις με την έμμεση ή άμεση συμβολή του ανθρώπου.

Αν η εδαφική ή βραχώδης μάζα κινηθεί μόνο προς την κατακόρυφη διεύθυνση, το φαινόμενο ονομάζεται καθίζηση, κατάρρευση ή κατάπτωση. Αν υπάρχει και κίνηση κατά την οριζόντια διεύθυνση, τότε χρησιμοποιείται ο γενικός όρος κατολίσθηση.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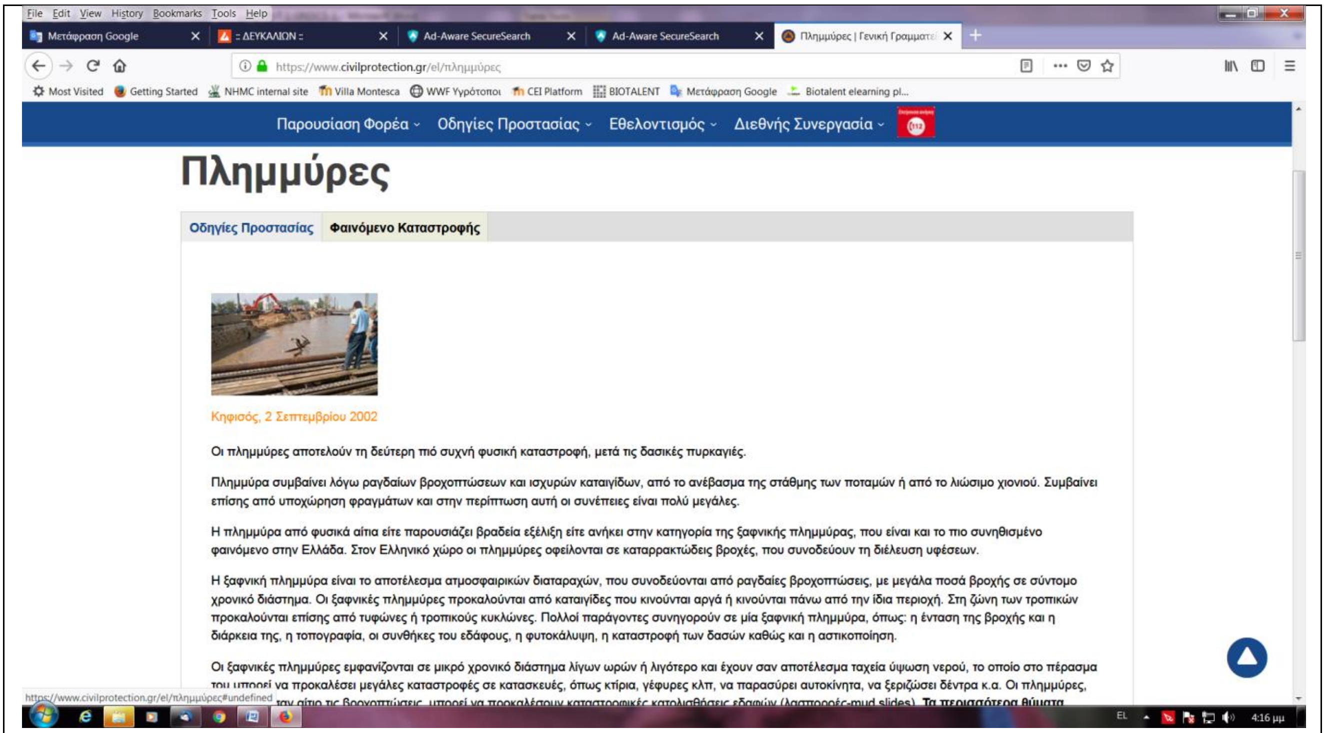
Δασικές πυρκαγιές

Οδηγίες Προστασίας | Φαινόμενο Καταστροφής

Πυρκαγιά στην Λαυρεωτική στις 16 Ιουλίου 1985

ΠΡΟΕΤΟΙΜΑΣΤΕΙΤΕ

Αν βρίσκεστε στην ύπαιθρο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Πλημμύρες | Γενική Γραμματε
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112
https://www.civilprotection.gr/el/πλημμύρες#undefined
EL
4:16 μμ

Πλημμύρες

Οδηγίες Προστασίας **Φαινόμενο Καταστροφής**

Κηφισός, 2 Σεπτεμβρίου 2002

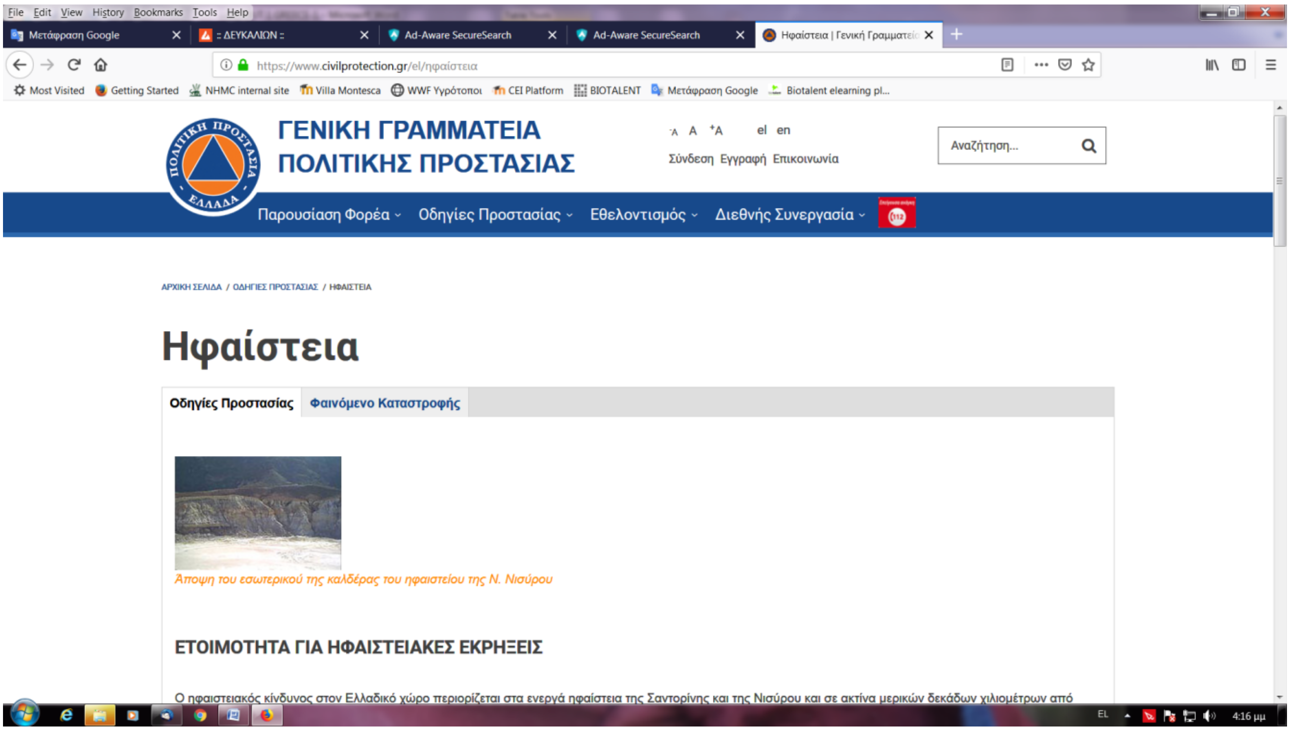
Οι πλημμύρες αποτελούν τη δεύτερη πιό συχνή φυσική καταστροφή, μετά τις δασικές πυρκαγιές.

Πλημμύρα συμβαίνει λόγω ραγδαίων βροχοπτώσεων και ισχυρών καταιγίδων, από το ανέβασμα της στάθμης των ποταμών ή από το λιώσιμο χιονιού. Συμβαίνει επίσης από υποχώρηση φραγμάτων και στην περίπτωση αυτή οι συνέπειες είναι πολύ μεγάλες.

Η πλημμύρα από φυσικά αίτια είτε παρουσιάζει βραδεία εξέλιξη είτε ανήκει στην κατηγορία της ξαφνικής πλημμύρας, που είναι και το πιο συνηθισμένο φαινόμενο στην Ελλάδα. Στον Ελληνικό χώρο οι πλημμύρες οφείλονται σε καταρρακτώδεις βροχές, που συνοδεύουν τη διέλευση υφέσεων.

Η ξαφνική πλημμύρα είναι το αποτέλεσμα ατμοσφαιρικών διαταραχών, που συνοδεύονται από ραγδαίες βροχοπτώσεις, με μεγάλα ποσά βροχής σε σύντομο χρονικό διάστημα. Οι ξαφνικές πλημμύρες προκαλούνται από καταιγίδες που κινούνται αργά ή κινούνται πάνω από την ίδια περιοχή. Στη ζώνη των τροπικών προκαλούνται επίσης από τυφώνες ή τροπικούς κυκλώνες. Πολλοί παράγοντες συνηγορούν σε μία ξαφνική πλημμύρα, όπως: η ένταση της βροχής και η διάρκεια της, η τοπογραφία, οι συνθήκες του εδάφους, η φυτοκάλυψη, η καταστροφή των δασών καθώς και η αστικοποίηση.

Οι ξαφνικές πλημμύρες εμφανίζονται σε μικρό χρονικό διάστημα λίγων ωρών ή λιγότερο και έχουν σαν αποτέλεσμα ταχεία ύψωση νερού, το οποίο στο πέρασμα του μπορεί να προκαλέσει μεγάλες καταστροφές σε κατασκευές, όπως κτίρια, γέφυρες κλπ, να παρασύρει αυτοκίνητα, να ξεριζώσει δέντρα κ.α. Οι πλημμύρες, ταν αίτιο τις βροχοπτώσεις, μπορεί να προκαλέσουν καταστροφικές κατολισθήσεις εδαφών (λασπορροές-mud slides). **Τα περισσότερα θύματα**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Παρουσίαση Φορέα
Οδηγίες Προστασίας
Εθελοντισμός
Διεθνής Συνεργασία
112
EL
4:16 μμ

ΓΕΝΙΚΗ ΓΡΑΜΜΑΤΕΙΑ
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ΑΡΧΙΚΗ ΣΕΛΙΔΑ / ΟΔΗΓΙΕΣ ΠΡΟΣΤΑΣΙΑΣ / ΗΦΑΙΣΤΕΙΑ

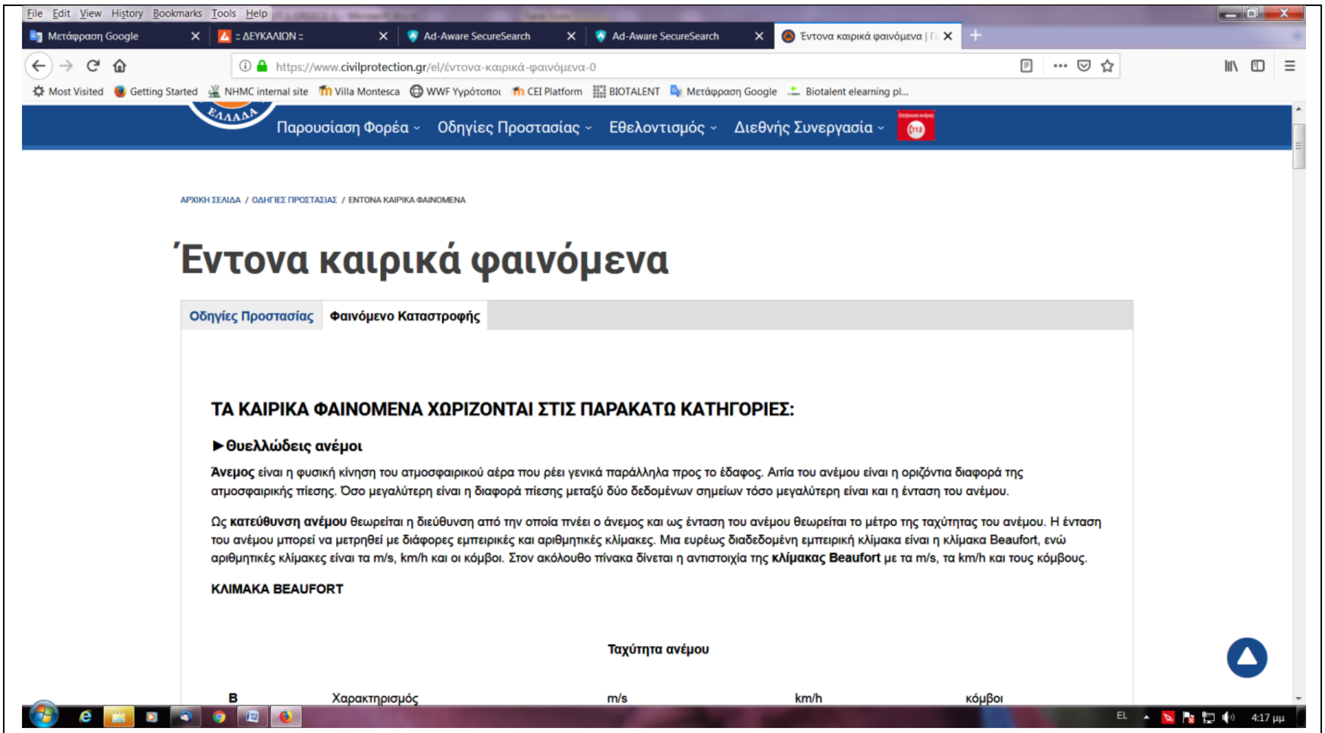
Ηφαίστεια

Οδηγίες Προστασίας **Φαινόμενο Καταστροφής**

Άποψη του εσωτερικού της καλδέρας του ηφαιστείου της Ν. Νισύρου

ΕΤΟΙΜΟΤΗΤΑ ΓΙΑ ΗΦΑΙΣΤΕΙΑΚΕΣ ΕΚΡΗΞΕΙΣ

Ο ηφαιστειακός κίνδυνος στον Ελλαδικό χώρο περιορίζεται στα ενεργά ηφαίστεια της Σαντορίνης και της Νισύρου και σε ακτίνα μερικών δεκάδων χιλιομέτρων από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Παρουσίαση Φορέα
Οδηγίες Προστασίας
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Διεθνής Συνεργασία
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Έντονα καιρικά φαινόμενα

Οδηγίες Προστασίας | Φαινόμενο Καταστροφής

ΤΑ ΚΑΙΡΙΚΑ ΦΑΙΝΟΜΕΝΑ ΧΩΡΙΖΟΝΤΑΙ ΣΤΙΣ ΠΑΡΑΚΑΤΩ ΚΑΤΗΓΟΡΙΕΣ:

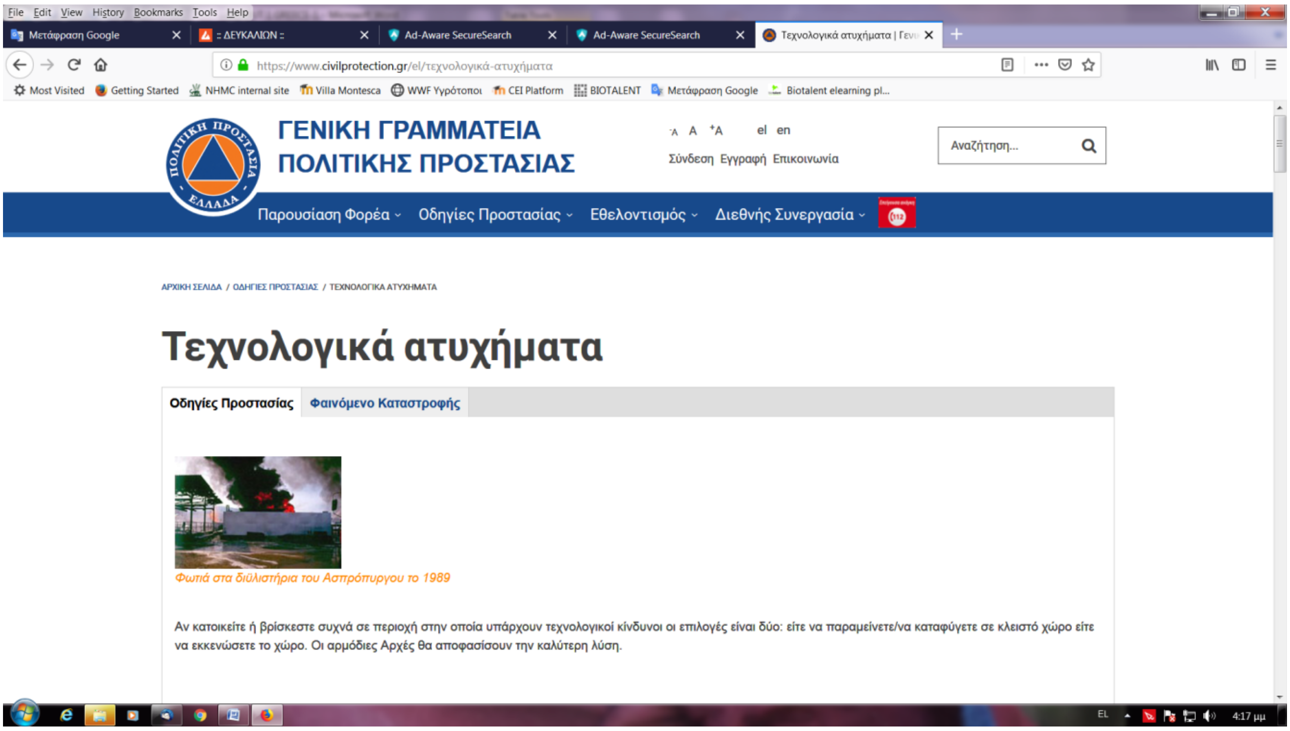
►Θυελλώδεις ανέμοι

Άνεμος είναι η φυσική κίνηση του ατμοσφαιρικού αέρα που ρέει γενικά παράλληλα προς το έδαφος. Αιτία του ανέμου είναι η οριζόντια διαφορά της ατμοσφαιρικής πίεσης. Όσο μεγαλύτερη είναι η διαφορά πίεσης μεταξύ δύο δεδομένων σημείων τόσο μεγαλύτερη είναι και η ένταση του ανέμου.

Ως **κατεύθυνση ανέμου** θεωρείται η διεύθυνση από την οποία πνέει ο άνεμος και ως ένταση του ανέμου θεωρείται το μέτρο της ταχύτητας του ανέμου. Η ένταση του ανέμου μπορεί να μετρηθεί με διάφορες εμπειρικές και αριθμητικές κλίμακες. Μια ευρέως διαδεδομένη εμπειρική κλίμακα είναι η κλίμακα Beaufort, ενώ αριθμητικές κλίμακες είναι τα m/s, km/h και οι κόμβοι. Στον ακόλουθο πίνακα δίνεται η αντιστοιχία της **κλίμακας Beaufort** με τα m/s, τα km/h και τους κόμβους.

ΚΛΙΜΑΚΑ BEAUFORT

		Ταχύτητα ανέμου		
B	Χαρακτηρισμός	m/s	km/h	κόμβοι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Ad-Aware SecureSearch
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Τεχνολογικά ατυχήματα | Γεν
https://www.civilprotection.gr/el/τεχνολογικά-ατυχήματα
Most Visited
Getting Started
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WWF Υγρότοποι
CEI Platform
BIOTALENT
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ΓΕΝΙΚΗ ΓΡΑΜΜΑΤΕΙΑ
ΠΟΛΙΤΙΚΗΣ ΠΡΟΣΤΑΣΙΑΣ
-A A +A el en
Σύνδεση Εγγραφή Επικοινωνία
Αναζήτηση...
Παρουσίαση Φορέα
Οδηγίες Προστασίας
Εθελοντισμός
Διεθνής Συνεργασία
EL
4:17 μμ

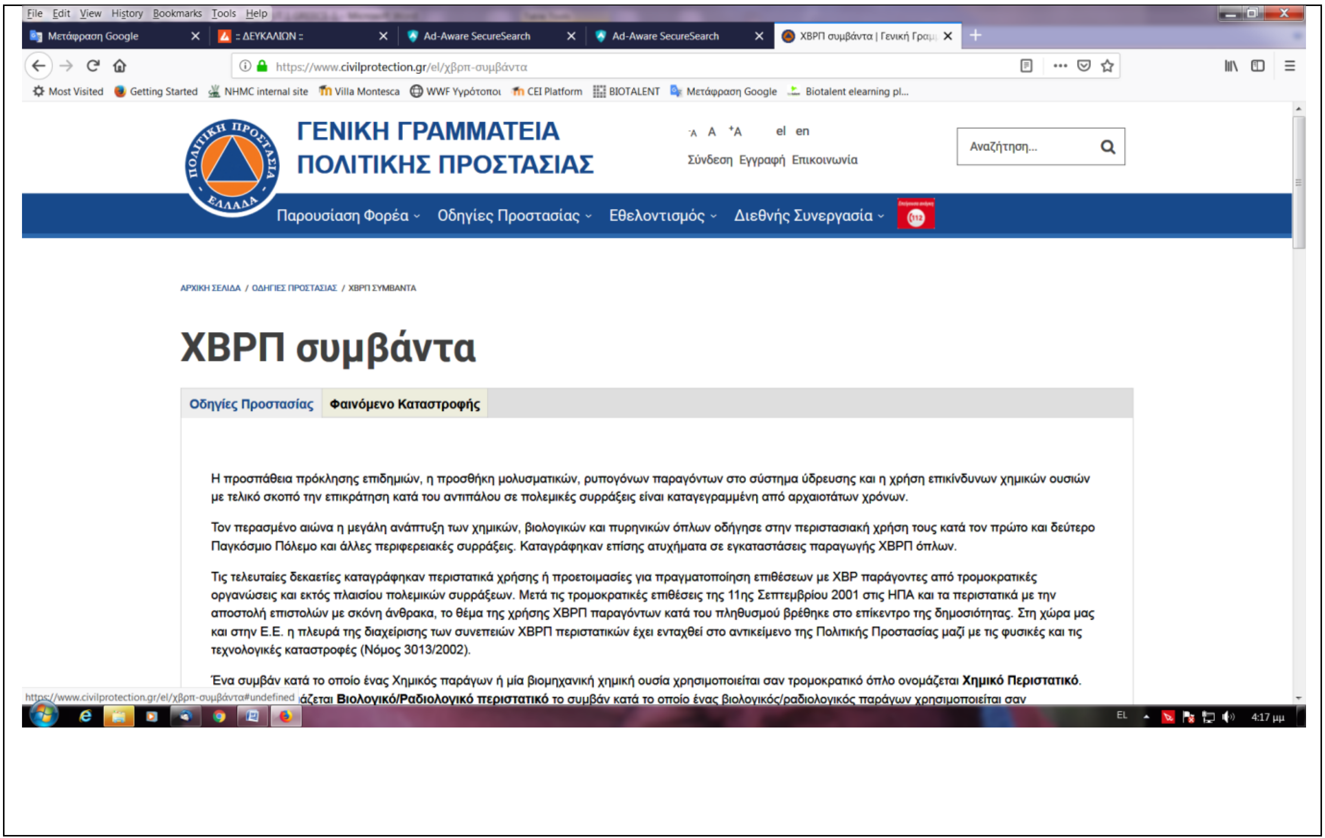
ΑΡΧΙΚΗ ΣΕΛΙΔΑ / ΟΔΗΓΙΕΣ ΠΡΟΣΤΑΣΙΑΣ / ΤΕΧΝΟΛΟΓΙΚΑ ΑΤΥΧΗΜΑΤΑ

Τεχνολογικά ατυχήματα

Οδηγίες Προστασίας | Φαινόμενο Καταστροφής

Φωτιά στα διϋλιστήρια του Ασπρόπυργου το 1989

Αν κατοικείτε ή βρίσκεστε συχνά σε περιοχή στην οποία υπάρχουν τεχνολογικοί κίνδυνοι οι επιλογές είναι δύο: είτε να παραμείνετε/να καταφύγετε σε κλειστό χώρο είτε να εκκενώσετε το χώρο. Οι αρμόδιες Αρχές θα αποφασίσουν την καλύτερη λύση.


File Edit View History Bookmarks Tools Help
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Ad-Aware SecureSearch
ΧΒΡΠ συμβάντα | Γενική Γραμ
https://www.civilprotection.gr/el/χβρπ-συμβάντα
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ΠΟΛΙΤΙΚΗΣ ΠΡΟΣΤΑΣΙΑΣ
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Σύνδεση Εγγραφή Επικοινωνία
Αναζήτηση...
Παρουσίαση Φορέα
Οδηγίες Προστασίας
Εθελοντισμός
Διεθνής Συνεργασία
ΑΡΧΙΚΗ ΣΕΛΙΔΑ / ΟΔΗΓΙΕΣ ΠΡΟΣΤΑΣΙΑΣ / ΧΒΡΠ ΣΥΜΒΑΝΤΑ
Οδηγίες Προστασίας
Φαινόμενο Καταστροφής
https://www.civilprotection.gr/el/χβρπ-συμβάντα#undefined
EL
4:17 μμ

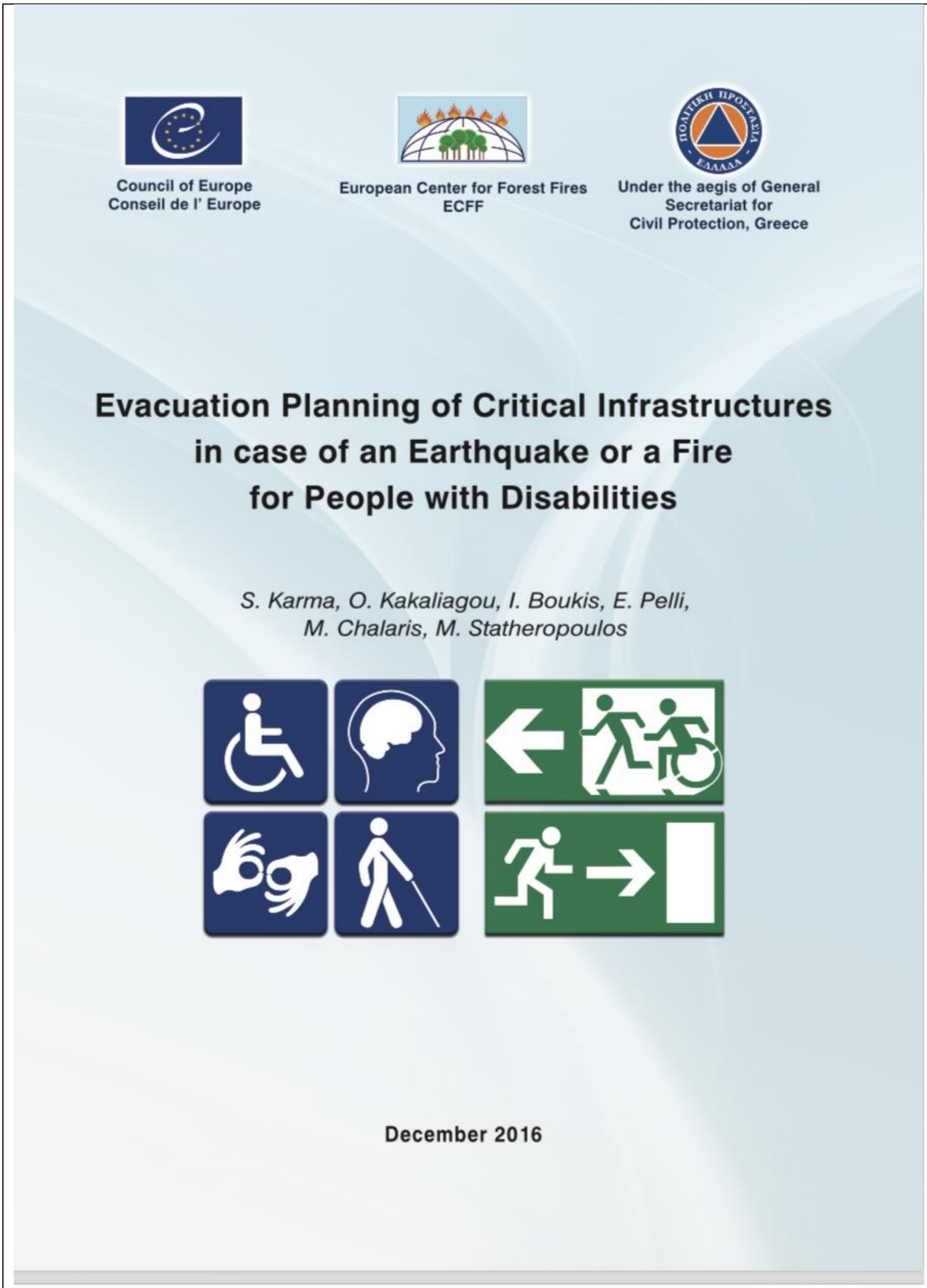
ΧΒΡΠ συμβάντα

Η προσπάθεια πρόκλησης επιδημιών, η προσθήκη μολυσματικών, ρυπογόνων παραγόντων στο σύστημα ύδρευσης και η χρήση επικίνδυνων χημικών ουσιών με τελικό σκοπό την επικράτηση κατά του αντιπάλου σε πολεμικές συρράξεις είναι καταγεγραμμένη από αρχαιοτάτων χρόνων.

Τον περασμένο αιώνα η μεγάλη ανάπτυξη των χημικών, βιολογικών και πυρηνικών όπλων οδήγησε στην περιστασιακή χρήση τους κατά τον πρώτο και δεύτερο Παγκόσμιο Πόλεμο και άλλες περιφερειακές συρράξεις. Καταγράφηκαν επίσης ατυχήματα σε εγκαταστάσεις παραγωγής ΧΒΡΠ όπλων.

Τις τελευταίες δεκαετίες καταγράφηκαν περιστατικά χρήσης ή προετοιμασίες για πραγματοποίηση επιθέσεων με ΧΒΡ παράγοντες από τρομοκρατικές οργανώσεις και εκτός πλαισίου πολεμικών συρράξεων. Μετά τις τρομοκρατικές επιθέσεις της 11ης Σεπτεμβρίου 2001 στις ΗΠΑ και τα περιστατικά με την αποστολή επιστολών με σκόνη άνθρακα, το θέμα της χρήσης ΧΒΡΠ παραγόντων κατά του πληθυσμού βρέθηκε στο επίκεντρο της δημοσιότητας. Στη χώρα μας και στην Ε.Ε. η πλευρά της διαχείρισης των συνεπειών ΧΒΡΠ περιστατικών έχει ενταχθεί στο αντικείμενο της Πολιτικής Προστασίας μαζί με τις φυσικές και τις τεχνολογικές καταστροφές (Νόμος 3013/2002).

Ένα συμβάν κατά το οποίο ένας Χημικός παράγων ή μία βιομηχανική χημική ουσία χρησιμοποιείται σαν τρομοκρατικό όπλο ονομάζεται **Χημικό Περιστατικό**. άζεται **Βιολογικό/Ραδιολογικό περιστατικό** το συμβάν κατά το οποίο ένας βιολογικός/ραδιολογικός παράγων χρησιμοποιείται σαν



Council of Europe
Conseil de l' Europe

European Center for Forest Fires
ECFF

Under the aegis of General
Secretariat for
Civil Protection, Greece

Evacuation Planning of Critical Infrastructures in case of an Earthquake or a Fire for People with Disabilities

S. Karma, O. Kakaliagou, I. Boukis, E. Pelli,
M. Chalaris, M. Statheropoulos

December 2016

Pedagogical/didactic strategy of the tool

The tool gives quite a lot of simple information about a big number of natural and human induced disasters and guidelines for self-protection before, during and after the disaster. It has not adopted any specific pedagogical methodology for children such as games, videos or other e-learning and training interaction but it is a useful and reliable tool for teachers.

And any other relevant information

GSCP organizes and supervises the Civil Protection Volunteerism System. In the context of this mission, the Hellenic Fire Service is a subdivision and operational arm of the GSCP.
The GSCP promotes the country's relations with the European Union, international organizations and other respective bodies in the field of civil protection.
The competence to request international assistance on behalf of Greece belongs exclusively to the GSCP. Furthermore, the GSCP contributes to the good functioning of the Civil Protection Operations Centre (CPOC), which joined the Unified Operations Coordination Centre (UOCC) of the Hellenic Fire Service.

At the national level, the Civil Protection Operations Centre coordinates and manages the provision of resources to address emergencies, in order to strengthen the bodies operating in the field of short-term consequence management.

Part III – Assessment of the tool

Main successful characteristics

The tool gives quite a lot of simple information about a big number of natural and human induced disasters and guidelines for self-protection before, during and after the disaster. The e-book about the evacuation planning of infrastructures in case of earthquake of fire for disabled people is an important also issue.

Main points of weakness

It has not adopted any specific pedagogical methodology for children such as games, videos or other e-learning and training.

Part I: General information about the selected tool

Denomination/Title of the tool

Earthquake Planning and Protection Organization (EPPO) **FOR KIDS AND ADULTS**

Year of production

Language/es

Greek

Country of production

Greece

Kind of tool

X 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

Xvideo 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

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 (selected as many as appropriated)

☐ Training for volunteers

☐ Training for school teachers

☐ Training for school staff

XInformation about the correct behaviors in case of disaster

X Information about the rules of preventions

XEducation for students

☐ General public awareness campaign

☐ Scientific information about the disaster for adults

XScientific 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

XEarthquakes

☐ Floods

☐ Tsunami

☐ Volcanic eruptions

☐ Meteorological disasters

☐ Wildfires

☐ Urban fires

☐ Health disasters

☐ Other (specify)___________________________

Brief description of the tool

The Earthquake Planning and Protection Organization (EPPO) in Greece has designed a "kids part" in its web-site so that everyone could be informed about earthquakes and protection measures before, during and after an earthquake trough games and fun.

Web address/link

http://kids.oasp.gr/

Users/target (selected as many as appropriated)

☐ 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

Earthquake Planning and Protection Organization (EPPO)

Part II - Analysis of the Tool

Description of the aim of the tool and of its contents

EPPO is part of the Greek Ministry of Transport, Infrastructure and Networks. This part of the EPPO website is designed for children in order to inform them about earthquakes, the causes that provoke them, the seismicity of various regions of Greece and the risk of earthquakes. It aims to prepare children in case of an earthquake and to give them precautions before, during and after an earthquake both at school and at home. Through interactive games, educational presentations, brochures, e-books and evaluation of knowledge games, students learn in a fun way to face the risk of an earthquake.

The educational presentations include the following theoretical subjects: the genesis of an Earthquake, the movement of the tectonic plates, the Earth structure and the Seismic Arch of

Southern Aegean. There are also brochures and e-books about the protection measures from an Earthquake.

EPPO has also developed the following specific educational material that addressed to people with disabilities:

Leaflet: "Get Ready for an Earthquake. Guidelines for People with Mobility Impairments", 16pp.

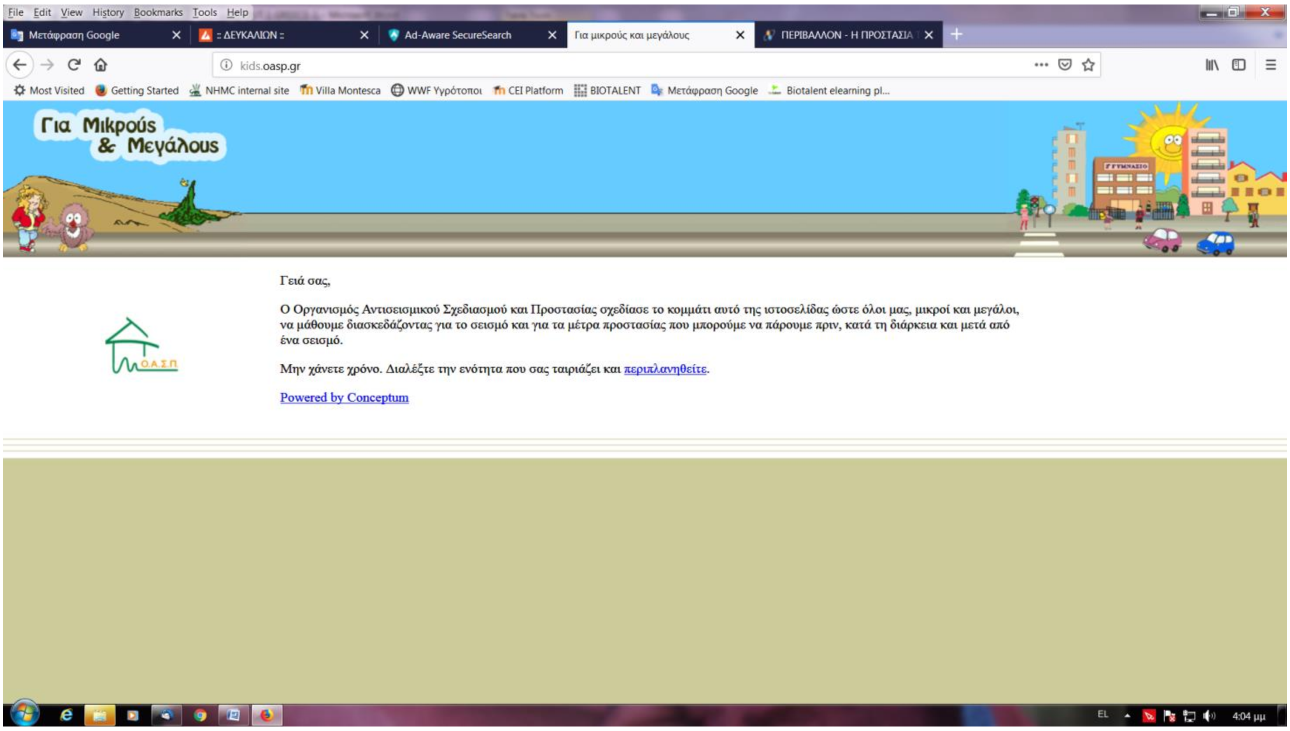
Poster: "Get Ready for an Earthquake. Guidelines for People with Mobility Impairments".

Leaflet: "Earthquakes often happen in Greece. All of us should know what to do when an earthquake strikes (easy to read), 8pp.

Poster: "Earthquakes often happen in Greece. All of us should know what to do when an earthquake strikes (easy to read).

Leaflet: “Learning what to do in an earthquake" (MAKATON), 8pp.

Poster: “Learning what to do in an earthquake" (MAKATON).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Μετάφραση Google
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Για μικρούς και μεγάλους
ΠΕΡΙΒΑΛΛΟΝ - Η ΠΡΟΣΤΑΣΙΑ
kids.oasp.gr
Most Visited
Getting Started
NHMC internal site
Villa Montesca
WWF Υγρότοποι
CEI Platform
BIOTALENT
Μετάφραση Google
Biotalent elearning pl...
Για Μικρούς & Μεγάλους
ΓΥΜΝΑΣΙΟ
Ο.Α.Σ.Π
EL
4:04 μμ

Γειά σας,

Ο Οργανισμός Αντισεισμικού Σχεδιασμού και Προστασίας σχεδίασε το κομμάτι αυτό της ιστοσελίδας ώστε όλοι μας, μικροί και μεγάλοι, να μάθουμε διασκεδάζοντας για το σεισμό και για τα μέτρα προστασίας που μπορούμε να πάρουμε πριν, κατά τη διάρκεια και μετά από ένα σεισμό.

Μην χάνετε χρόνο. Διαλέξτε την ενότητα που σας ταιριάζει και περιπλανηθείτε.

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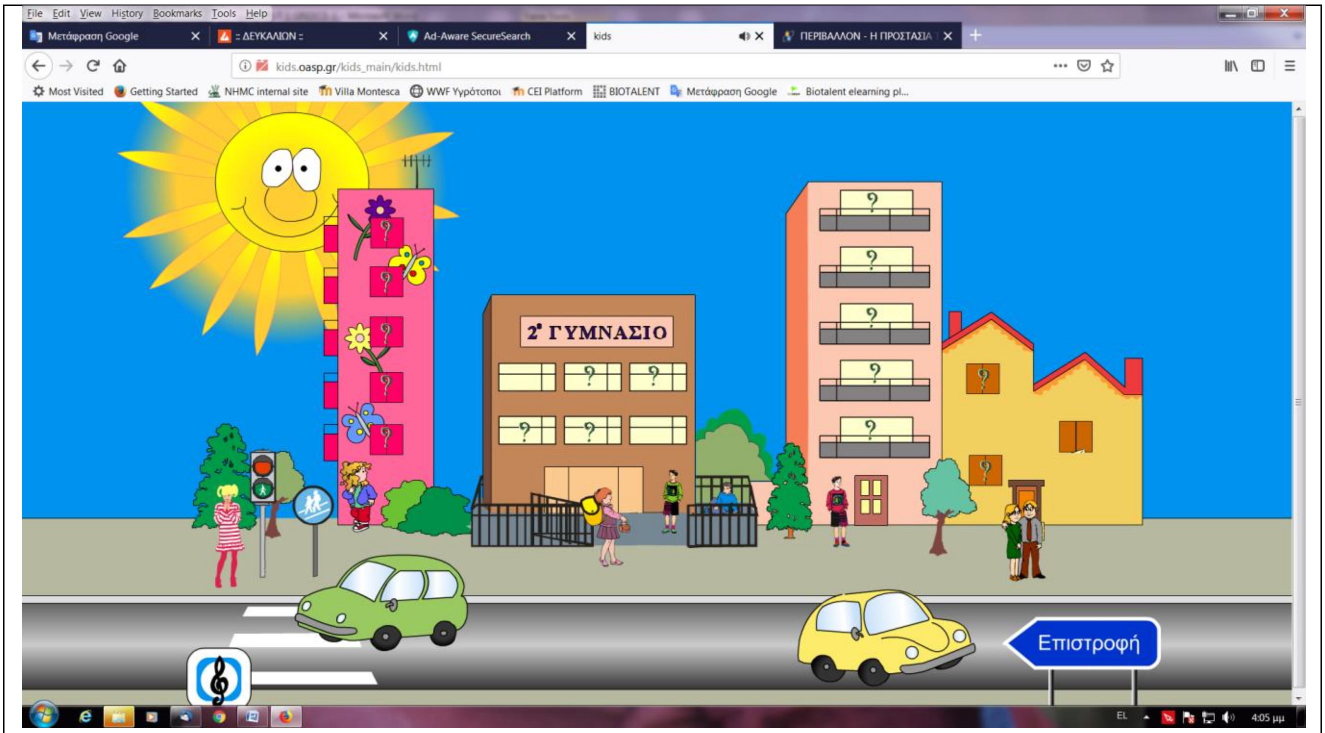
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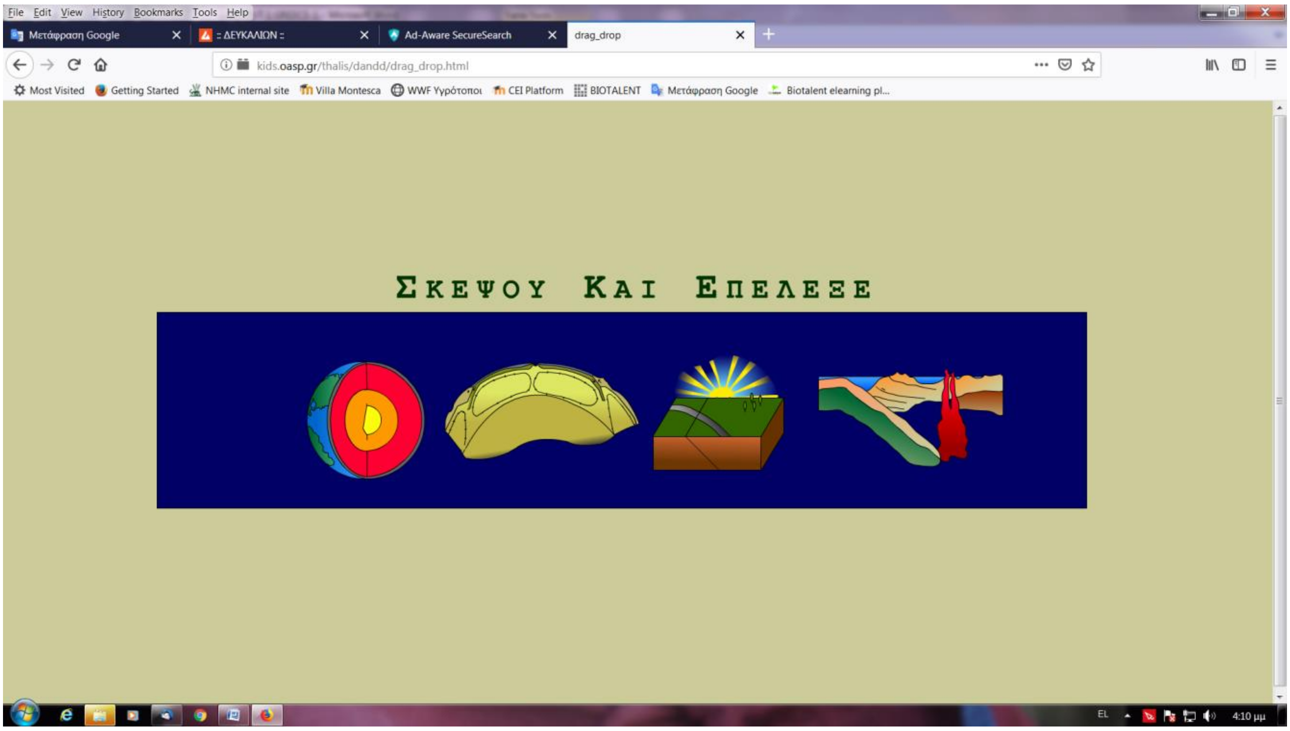
kids
ΠΕΡΙΒΑΛΛΟΝ - Η ΠΡΟΣΤΑΣΙΑ
kids.oasp.gr/kids_main/kids.html
Most Visited
Getting Started
NHMC internal site
Villa Montesca
WWF Υγρότοποι
CEI Platform
BIOTALENT
Μετάφραση Google
Biotalent elearning pl...
2ο ΓΥΜΝΑΣΙΟ
Επιστροφή
EL
4:05 μμ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drag_drop
kids.oasp.gr/thalis/dandd/drag_drop.html
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Μετάφραση Google
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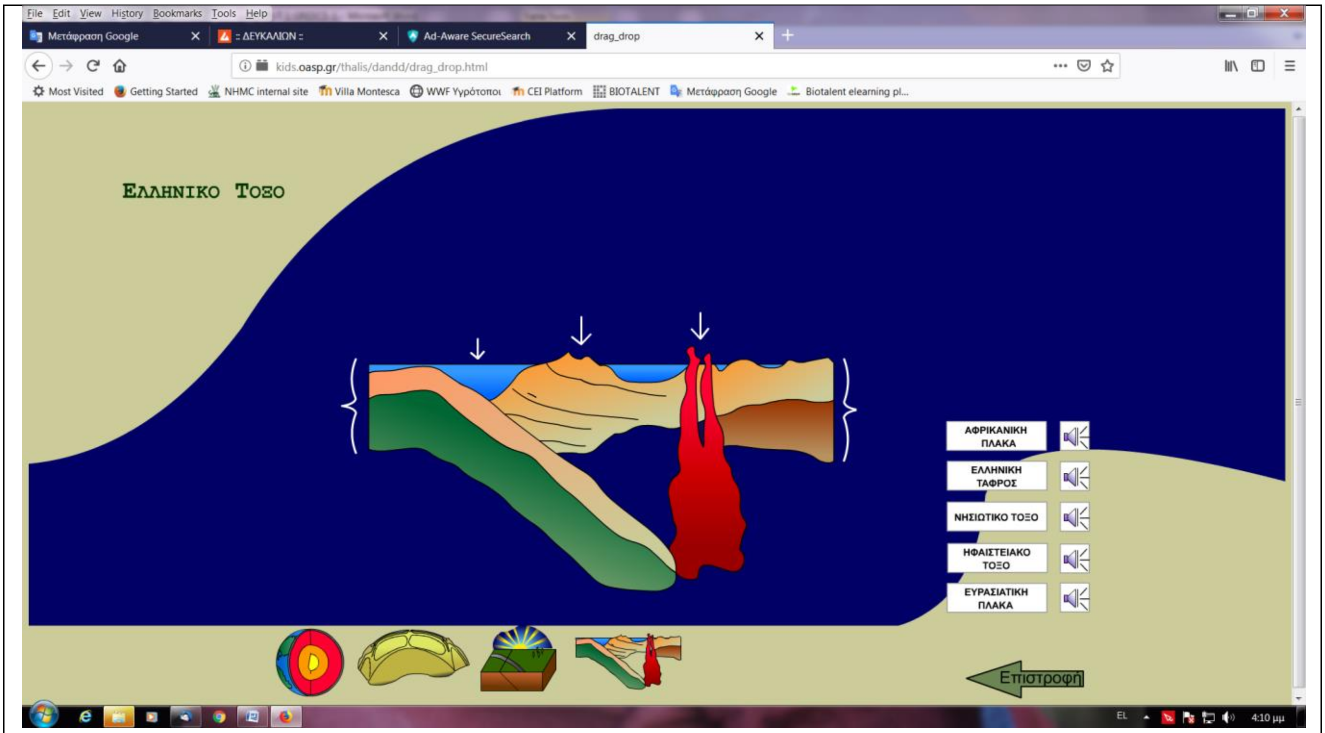
Σκεψου Και Επελεξε
EL
4:10 μμ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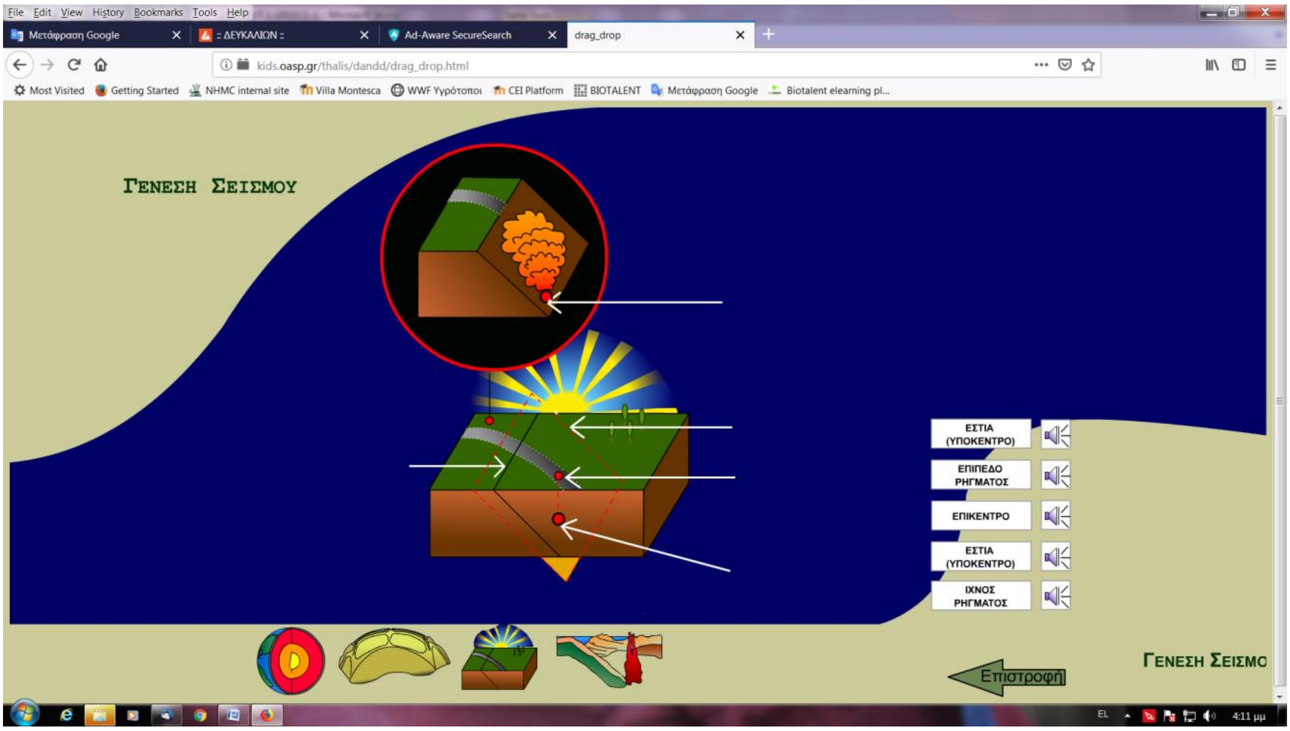
Επιστροφή
EL
4:10 μμ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ΕΣΤΙΑ (ΥΠΟΚΕΝΤΡΟ)
ΕΠΙΠΕΔΟ ΡΗΓΜΑΤΟΣ
ΕΠΙΚΕΝΤΡΟ
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ΙΧΝΟΣ ΡΗΓΜΑΤΟΣ
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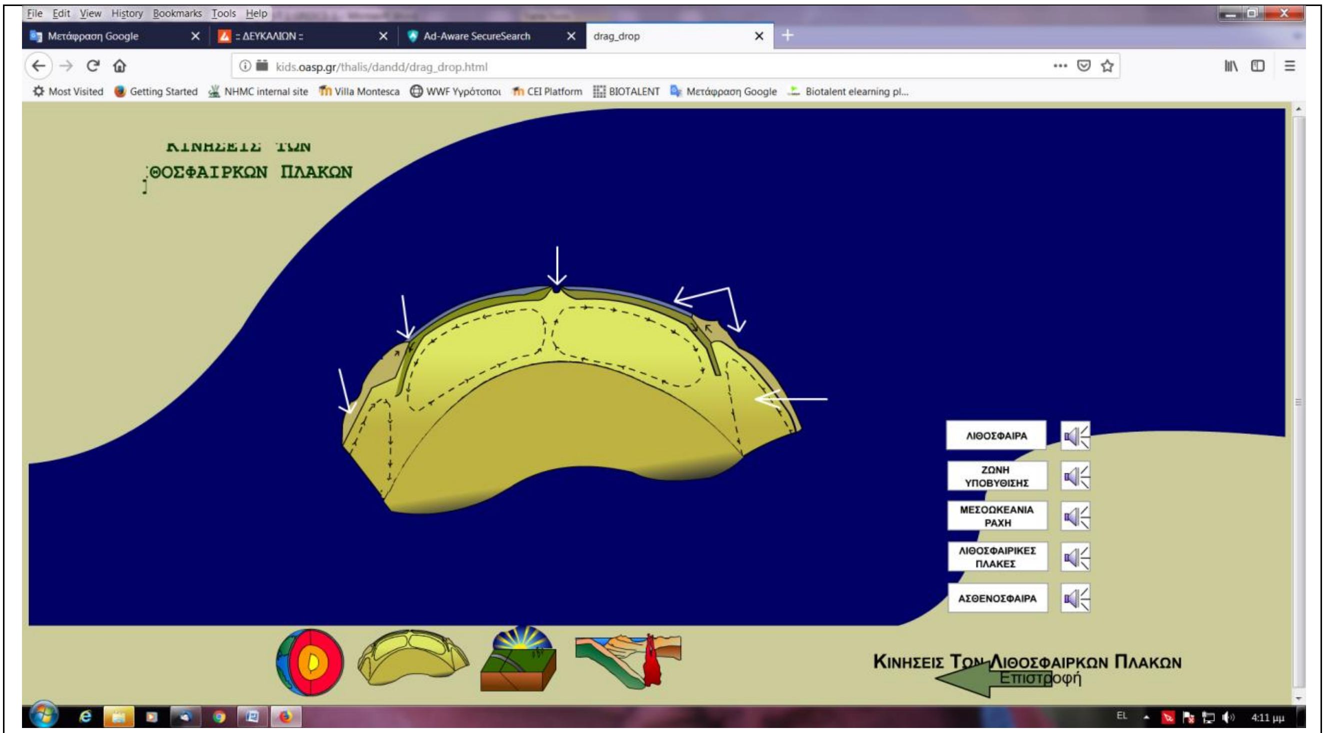
Επιστροφή
EL
4:11 μμ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ΚΙΝΗΣΕΙΣ ΤΩΝ
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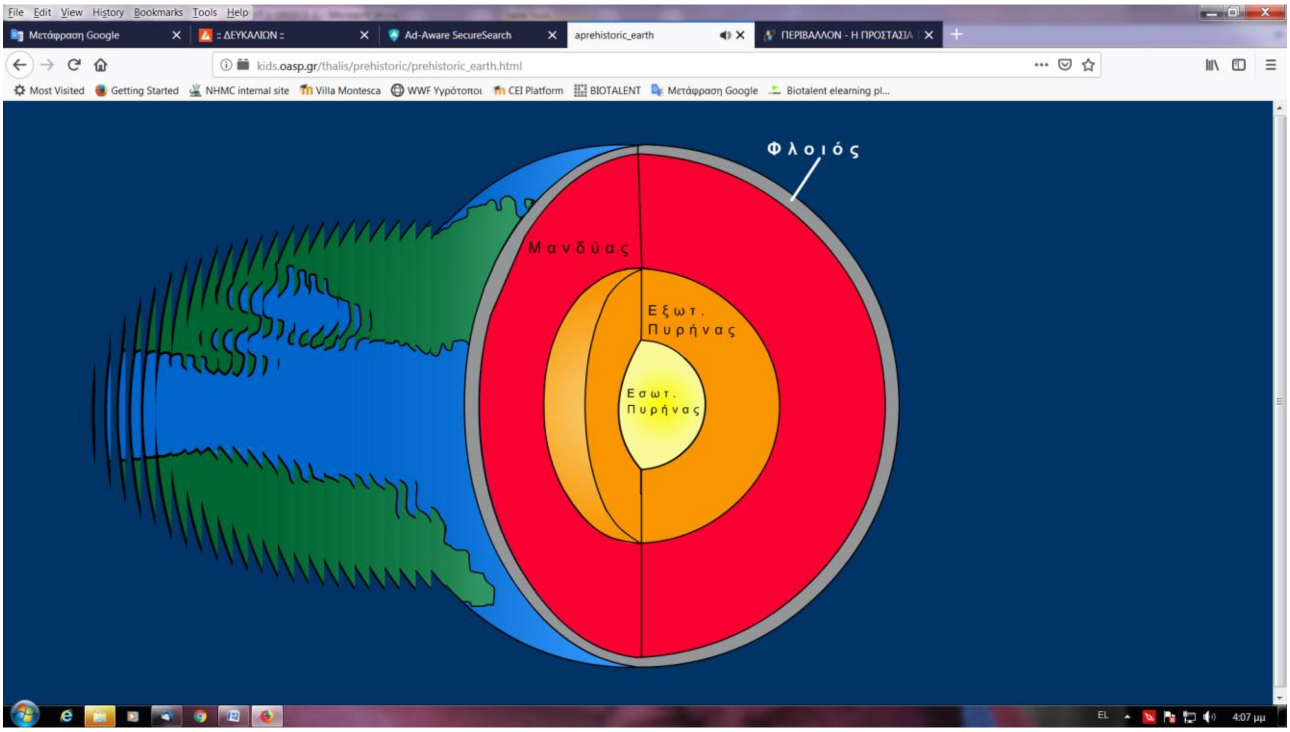
ΑΣΘΕΝΟΣΦΑΙΡΑ
ΚΙΝΗΣΕΙΣ ΤΩΝ ΛΙΘΟΣΦΑΙΡΚΩΝ ΠΛΑΚΩΝ
Επιστροφή
EL
4:11 μμ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aprehistoric_earth
ΠΕΡΙΒΑΛΛΟΝ - Η ΠΡΟΣΤΑΣΙΑ
kids.oasp.gr/thalis/prehistoric/prehistoric_earth.html
Most Visited
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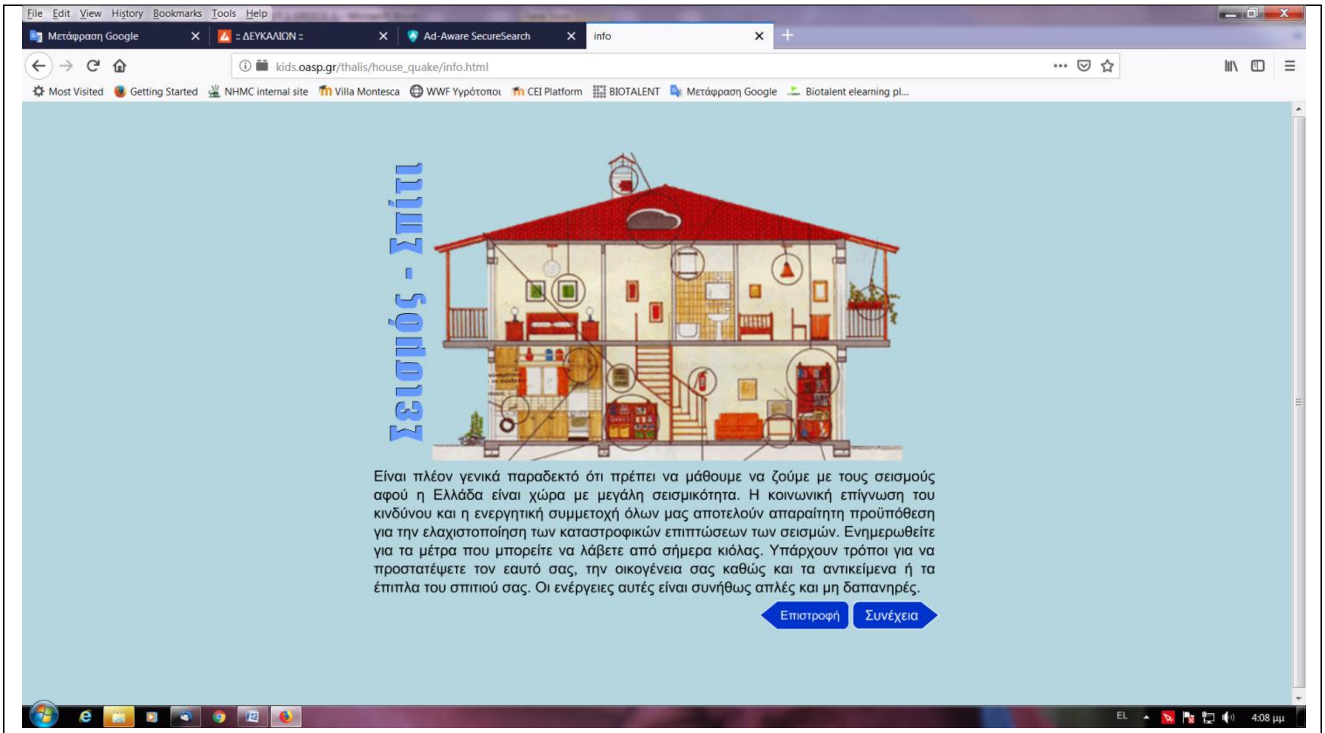
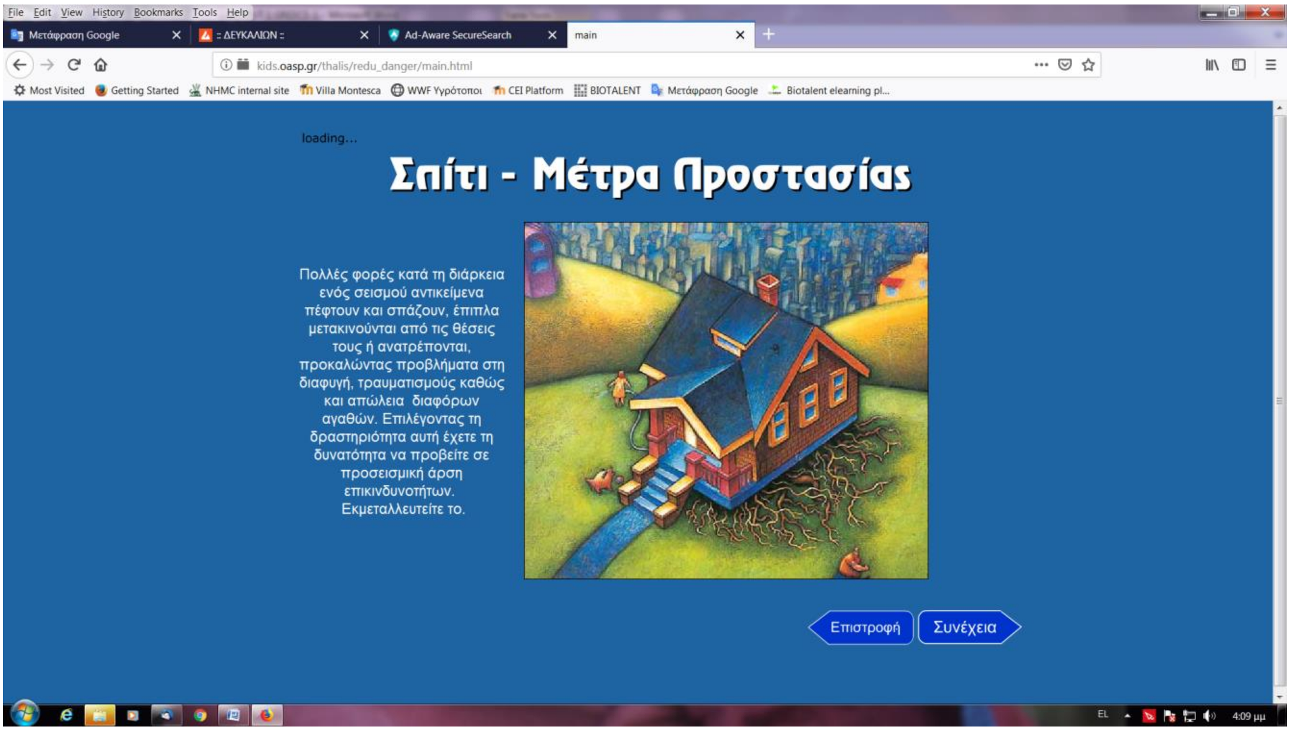
Μετάφραση Google
Biotalent elearning pl...
Φλοιός
Μανδύας
Εξωτ. Πυρήνας
Εσωτ. Πυρήνας
EL
4:07 μμ


kids.oasp.gr/thalis/house_quake/info.html
Σεισμός - Σπίτι
Επιστροφή
Συνέχεια

Είναι πλέον γενικά παραδεκτό ότι πρέπει να μάθουμε να ζούμε με τους σεισμούς αφού η Ελλάδα είναι χώρα με μεγάλη σεισμικότητα. Η κοινωνική επίγνωση του κινδύνου και η ενεργητική συμμετοχή όλων μας αποτελούν απαραίτητη προϋπόθεση για την ελαχιστοποίηση των καταστροφικών επιπτώσεων των σεισμών. Ενημερωθείτε για τα μέτρα που μπορείτε να λάβετε από σήμερα κιόλας. Υπάρχουν τρόποι για να προστατέψετε τον εαυτό σας, την οικογένεια σας καθώς και τα αντικείμενα ή τα έπιπλα του σπιτιού σας. Οι ενέργειες αυτές είναι συνήθως απλές και μη δαπανηρές.


kids.oasp.gr/thalis/redu_danger/main.html
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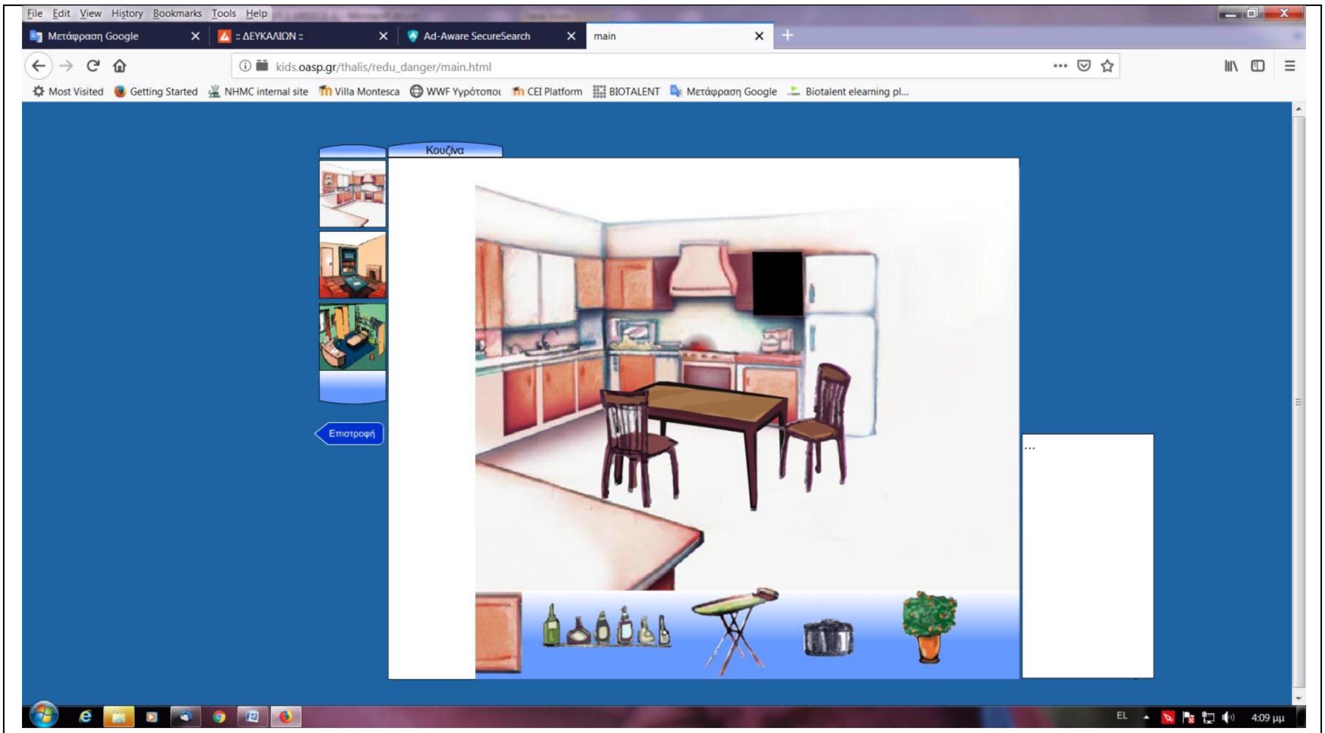
Σπίτι - Μέτρα Προστασίας
Επιστροφή
Συνέχεια

Πολλές φορές κατά τη διάρκεια ενός σεισμού αντικείμενα πέφτουν και σπάζουν, έπιπλα μετακινούνται από τις θέσεις τους ή ανατρέπονται, προκαλώντας προβλήματα στη διαφυγή, τραυματισμούς καθώς και απώλεια διαφόρων αγαθών. Επιλέγοντας τη δραστηριότητα αυτή έχετε τη δυνατότητα να προβείτε σε προσεισμική άρση επικινδυνοτήτων. Εκμεταλλευτείτε το.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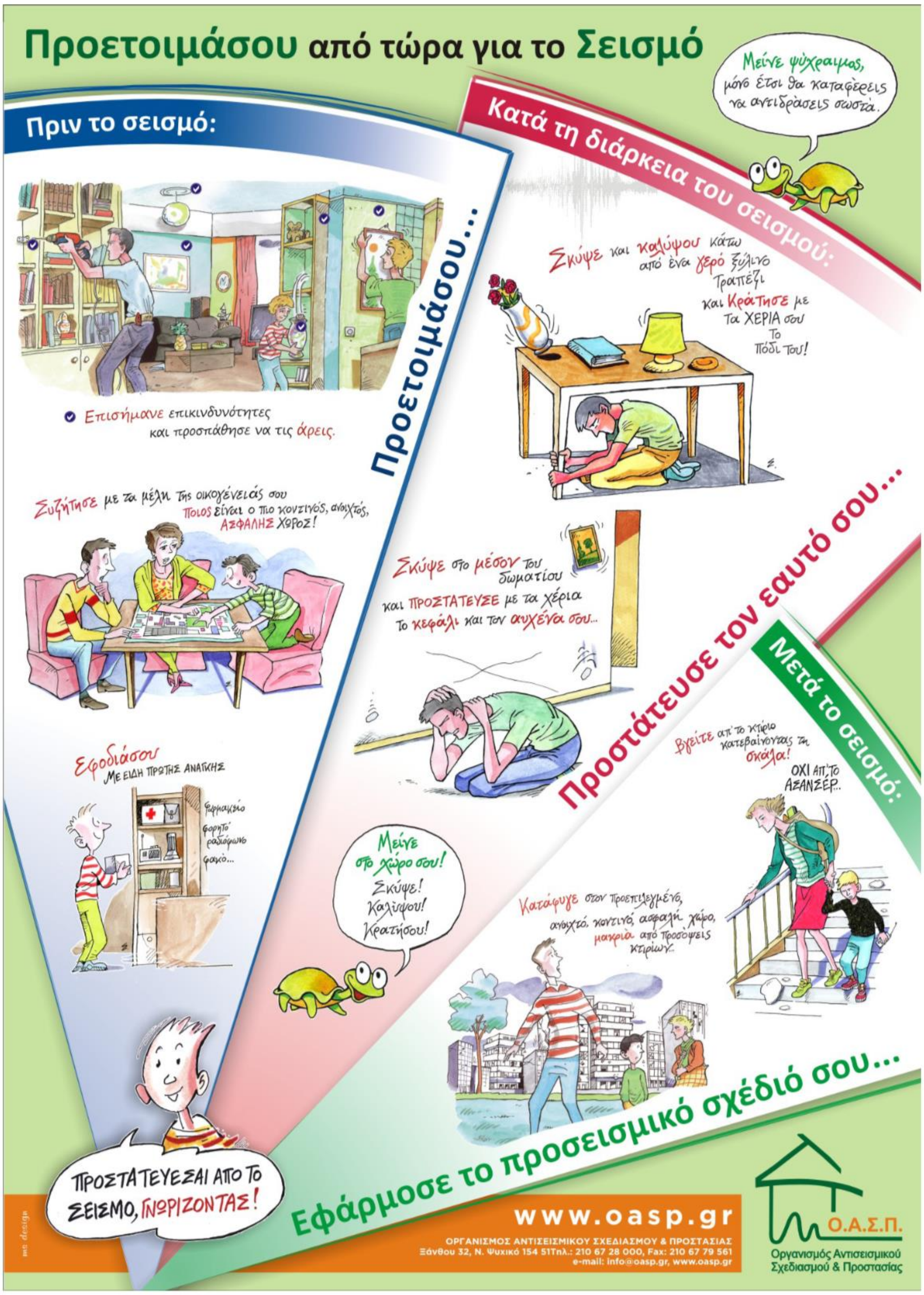
Κουζίνα
Επιστροφή
EL
4:09 μμ


Προετοιμάσου από τώρα για το Σεισμό
Μείνε ψύχραιμος, μόνο έτσι θα καταφέρεις να αντιδράσεις σωστά.
Πριν το σεισμό:
Προετοιμάσου...
Επισήμανε επικινδυνότητες και προσπάθησε να τις άρεις.
Συζήτησε με τα μέλη της οικογένειάς σου ποιος είναι ο πιο κοντινός, ανοιχτός, ΑΣΦΑΛΗΣ ΧΩΡΟΣ!
Εφοδιάσου με ΕΙΔΗ ΠΡΩΤΗΣ ΑΝΑΓΚΗΣ
φαρμακείο
φορητό ραδιόφωνο
φακό...
Κατά τη διάρκεια του σεισμού:
Σκύψε και καλύψου κάτω από ένα γερό ξύλινο τραπέζι και κράτησε με τα ΧΕΡΙΑ σου το πόδι του!
Σκύψε στο μέσον του δωματίου και ΠΡΟΣΤΑΤΕΥΣΕ με τα χέρια το κεφάλι και τον αυχένα σου...
Μείνε στο χώρο σου! Σκύψε! Καλύψου! Κρατήσου!
Προστάτευσε τον εαυτό σου...
Μετά το σεισμό:
Βγείτε απ' το κτίριο κατεβαίνοντας τη σκάλα!
ΟΧΙ ΑΠ' ΤΟ ΑΣΑΝΣΕΡ...
Κατάφυγε στον προεπιλεγμένο, ανοιχτό, κοντινό, ασφαλή χώρο, μακριά από προσόψεις κτιρίων...
ΠΡΟΣΤΑΤΕΥΕΣΑΙ ΑΠΟ ΤΟ ΣΕΙΣΜΟ, ΓΝΩΡΙΖΟΝΤΑΣ!
Εφάρμοσε το προσεισμικό σχέδιό σου...
www.oasp.gr
ΟΡΓΑΝΙΣΜΟΣ ΑΝΤΙΣΕΙΣΜΙΚΟΥ ΣΧΕΔΙΑΣΜΟΥ & ΠΡΟΣΤΑΣΙΑΣ
Ξάνθου 32, Ν. Ψυχικό 154 51Τηλ.: 210 67 28 000, Fax: 210 67 79 561
e-mail: info@oasp.gr, www.oasp.gr
Ο.Α.Σ.Π.
Οργανισμός Αντισεισμικού Σχεδιασμού & Προστασίας
me design

ΣΕΙΣΜΟΣ

Ας είμαστε προετοιμασμένοι

ΞΕΡΕΙΣ ΤΙΠΟΤΑ ΓΙΑ ΤΟΥΣ ΣΕΙΣΜΟΥΣ ΣΟΦΙΑ;
ΞΕΡΩ ΠΟΛΛΑ ΑΛΛΙΩΣ ΔΕΝ ΘΑ ΜΕ ΕΛΕΓΑΝ ΣΟΦΙΑ.

ΟΡΓΑΝΙΣΜΟΣ ΑΝΤΙΣΕΙΣΜΙΚΟΥ ΣΧΕΔΙΑΣΜΟΥ ΚΑΙ ΠΡΟΣΤΑΣΙΑΣ
Υ.ΠΕ.ΧΩ.Δ.Ε.

Pedagogical/didactic strategy of the tool

Greece ranks first in terms of seismicity in Europe. The attempt therefore to reduce the effects of earthquakes both in financial terms and in terms of human casualties is very important. Proper and consistent information to school age children and teachers play an important role in reducing vulnerability and hence the seismic risk. The EPPO through this children website aims to update and consolidate the seismic behaviour and to make children able to deal with earthquakes effectiveness.

And any other relevant information

EPPO since its inception in 1983 implements antiseismic policies stated by the Ministry of Environment. It is planning actions and campaigns about measures to be taken before, during and after an earthquake, organize lectures at schools about the consequences of earthquakes and designs educational brochures as well as online educational games.

Part III – Assessment of the tool

Main successful characteristics

The content of the online educational part of EPPO is valid, very friendly and attractive to children. The presenting information is attractive and fun with a big variety of games (puzzles, crosswords, etc.)

The educational material consists of a lot of attractive and vivid games with interesting dialogues and animation.

Nice friendly and functional website. The tour with the help of Sophia, Hara and Thales is interesting and attractive for the children.

Content is correct, comprehensible and understandable and the language is simple. The games complement knowledge in a constructive way.

Main points of weakness

In the video presentation (eg Earth and earthquakes) there is no information about the purpose and the content of the video. The provided help gives the user the chance to know whether the given answer is correct or not, but there is no information that could help him-in the case of a wrong answer-to go on and have another new chance.

In the video presentation (eg earthquakes and Earth) there are no control buttons during playback so that the user can skip some video if not interested. In section 'Greece and earthquakes' there are no information in text form.

The aim of each activity is not given, nor the expected results. The games are 'drill and practice' that do not allow self-motivated and active learning in children.

Part I: General information about the selected tool

Denomination/Title of the tool

ENVIRONMENT - WOOD PROTECTION

Year of production

2008

Language/es

Greek

Country of production

Greece

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

X video products

☐ edu-video trailers

☐ e-seminar

☐ Mooc seminar

☐ slideshows

☐ web booklet

X 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 (selected as many as appropriated)

☐ Training for volunteers

XTraining for school teachers

☐ Training for school staff

☐ 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

XWildfires

☐ Urban fires

☐ Health disasters

☐ Other (specify)___________________________

Brief description of the tool

This website presents plan about forest fires. There is a section for students and one for teacher. The student section offers students a variety of sources and instructions so that they can learn about forest fires through enquire based learning. The teacher section provides guidance on how to organize the course.

Web address/link

http://ts.sch.gr/repo/online-packages/dim-perivallon-i-prostasia-tou-dasous/INDEX/

Users/target (selected as many as appropriated)

☐ 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

Computer Technology Institute and Press (CTI)

Part II - Analysis of the Tool

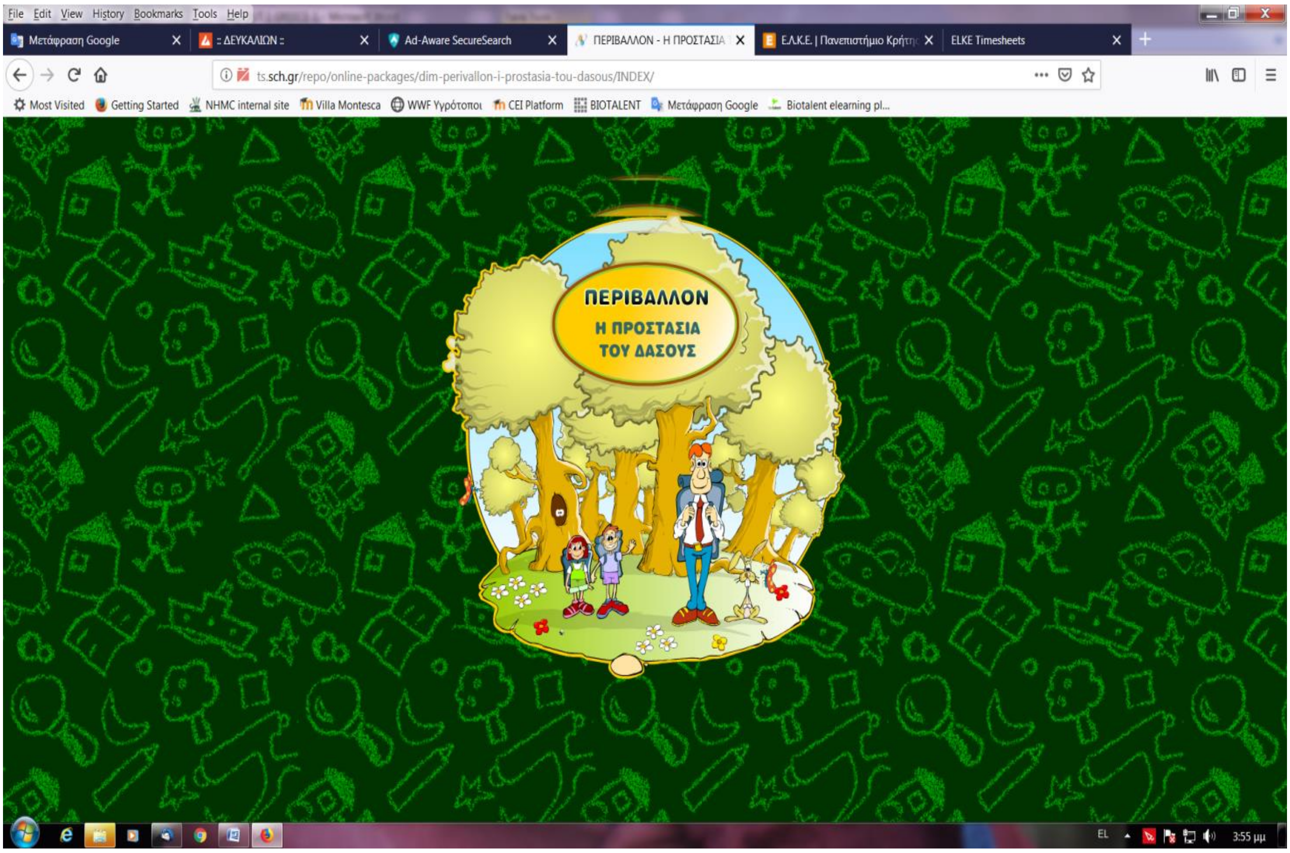
Description of the aim of the tool and of its contents

This site was created in the framework of a research program of the University of Ioannina. The aim of the website is to provide guidance to both teachers and students through enquire based learning. It provides software, reference to external sources of information and worksheets.

The main goal of the "integrated educational package" is to raise awareness among students about the need to protect the forest not through a pre-built set of rules and bans (up to down approach), but vice versa, their rules and codes of conduct in the forest to occur as a natural consequence of the interactions that occur in it (bottom up approach). It is systematically sought by students to study the forest as a system with the relationships and interactions that are constantly occurring between the intrinsic factors that co-model it. In addition, they study the interactions of the system - forest with external factors and other systems (eg cities) to generalize and dominate the concept of interaction. In this way, they expect students to deal with the problems arising from the current way of managing the forest as the original environmental problems with which they themselves relate.

The design of activities is based on interdisciplinary and promotes the goals and values of Environmental Education and Museum Education, as the forest is treated as a "living" "open" museum. At the same time, ICT is being promoted to study "Environment - Forest Protection" in:

the class
the field
the Museums of Natural History, Zoological and others
the Wildlife Information and Protection Centres
government departments such as the Civil Protection Secretariat


File Edit View History Bookmarks Tools Help
Μετάφραση Google
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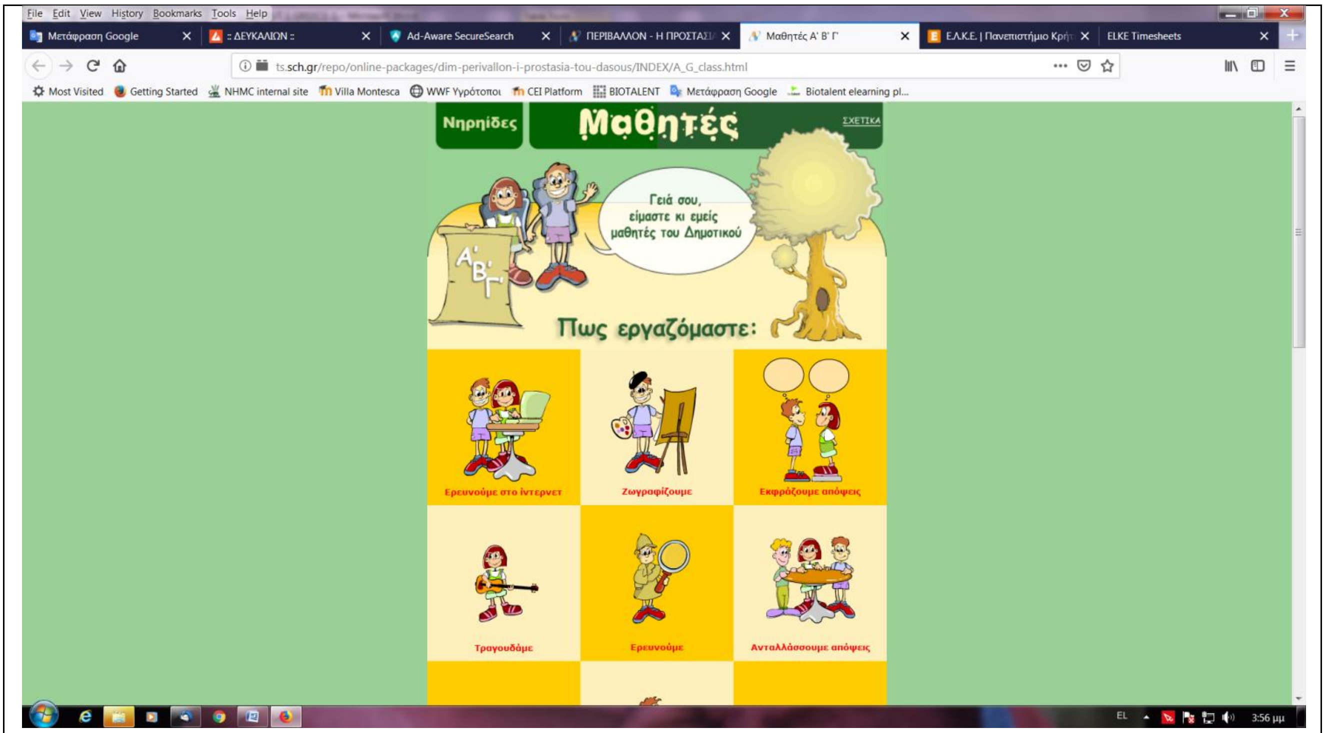
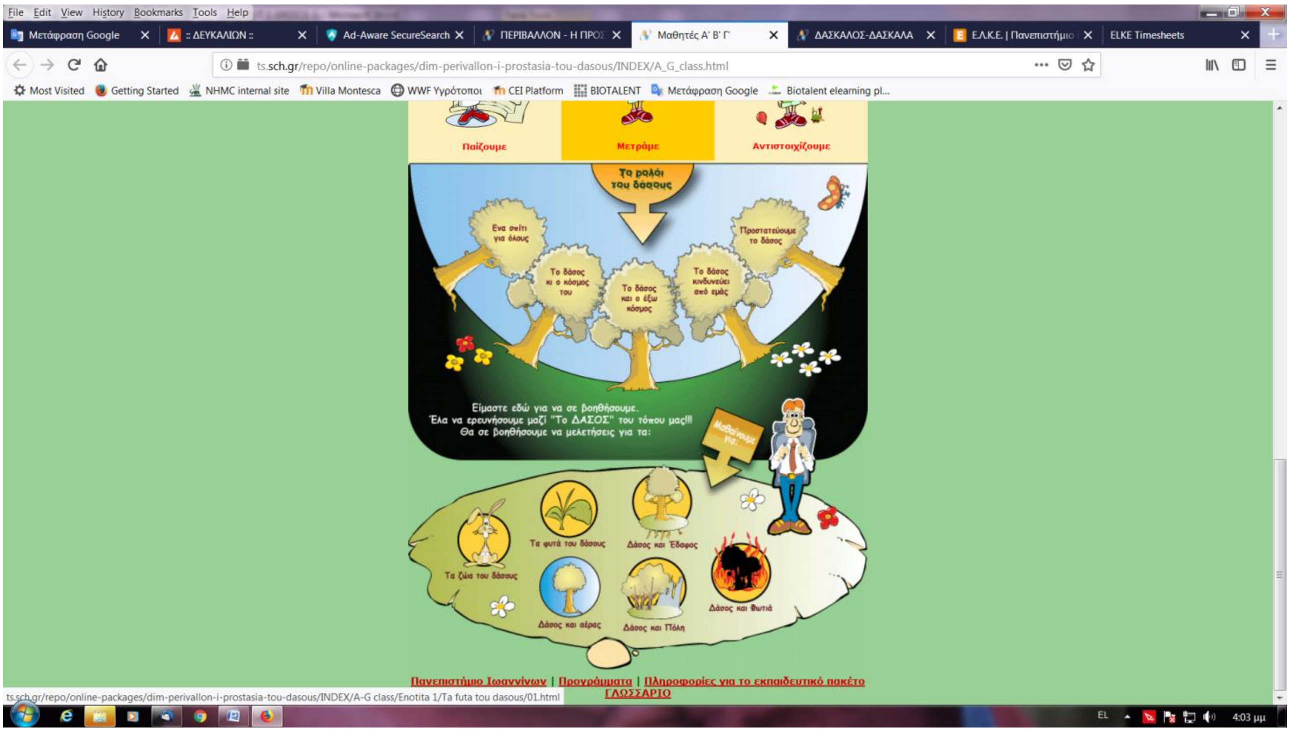
Ad-Aware SecureSearch
ΠΕΡΙΒΑΛΛΟΝ - Η ΠΡΟΣΤΑΣΙΑ
Ε.Λ.Κ.Ε. | Πανεπιστήμιο Κρήτη
ELKE Timesheets
ts.sch.gr/repo/online-packages/dim-perivallon-i-prostasia-tou-dasous/INDEX/
Most Visited
Getting Started
NHMC internal site
Villa Montesca
WWF Υγρότοποι
CEI Platform
BIOTALENT
Μετάφραση Google
Biotalent elearning pl...
ΠΕΡΙΒΑΛΛΟΝ
Η ΠΡΟΣΤΑΣΙΑ
ΤΟΥ ΔΑΣΟΥΣ
EL
3:55 μμ

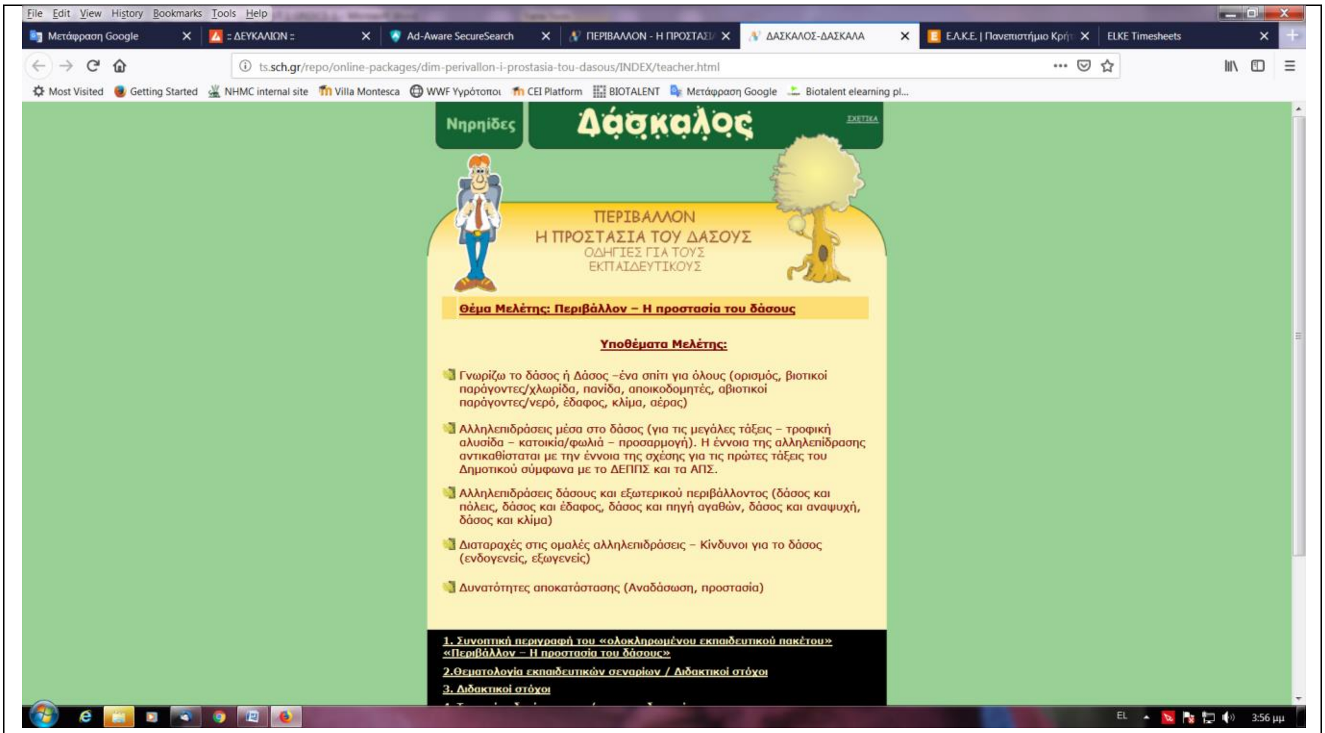

Μετάφραση Google
:: ΔΕΥΚΑΛΙΩΝ ::
Ad-Aware SecureSearch
ΠΕΡΙΒΑΛΛΟΝ - Η ΠΡΟΣΤΑΣΙ
Μαθητές Α' Β' Γ'
Ε.Λ.Κ.Ε. | Πανεπιστήμιο Κρήτ
ELKE Timesheets
ts.sch.gr/repo/online-packages/dim-perivallon-i-prostasia-tou-dasous/INDEX/A_G_class.html
Most Visited
Getting Started
NHMC internal site
Villa Montesca
WWF Υγρότοποι
CEI Platform
BIOTALENT
Μετάφραση Google
Biotalent elearning pl...
Νηρηίδες
Μαθητές
ΣΧΕΤΙΚΑ
Α' Β' Γ'
Ερευνούμε στο ίντερνετ
Ζωγραφίζουμε
Εκφράζουμε απόψεις
Τραγουδάμε
Ερευνούμε
Ανταλλάσσουμε απόψεις
EL
3:56 μμ

Γειά σου,
είμαστε κι εμείς
μαθητές του Δημοτικού

Πως εργαζόμαστε:


Μετάφραση Google
:: ΔΕΥΚΑΛΙΩΝ ::
Ad-Aware SecureSearch
ΠΕΡΙΒΑΛΛΟΝ - Η ΠΡΟΣ
Μαθητές Α' Β' Γ'
ΔΑΣΚΑΛΟΣ-ΔΑΣΚΑΛΑ
Ε.Λ.Κ.Ε. | Πανεπιστήμιο
ELKE Timesheets
ts.sch.gr/repo/online-packages/dim-perivallon-i-prostasia-tou-dasous/INDEX/A_G_class.html
Most Visited
Getting Started
NHMC internal site
Villa Montesca
WWF Υγρότοποι
CEI Platform
BIOTALENT
Μετάφραση Google
Biotalent elearning pl...
Παίζουμε
Μετράμε
Αντιστοιχίζουμε
Τα ρολόι του δάσους
Ενα σπίτι για όλους
Το δάσος κι ο κόσμος του
Το δάσος και ο έξω κόσμος
Το δάσος κινδυνεύει από εμάς
Προστατεύουμε το δάσος
Μαθαίνουμε για:
Τα ζώα του δάσους
Τα φυτά του δάσους
Δάσος και Έδαφος
Δάσος και αέρας
Δάσος και Πόλη
Δάσος και Φωτιά
Πανεπιστήμιο Ιωαννίνων | Προγράμματα | Πληροφορίες για το εκπαιδευτικό πακέτο
ΓΛΩΣΣΑΡΙΟ
ts.sch.gr/repo/online-packages/dim-perivallon-i-prostasia-tou-dasous/INDEX/A-G class/Enotita 1/Ta futa tou dasous/01.html
EL
4:03 μμ

Είμαστε εδώ για να σε βοηθήσουμε.
Έλα να ερευνήσουμε μαζί "Το ΔΑΣΟΣ" του τόπου μας!!!
Θα σε βοηθήσουμε να μελετήσεις για τα:


File Edit View History Bookmarks Tools Help
Μετάφραση Google
:: ΔΕΥΚΑΛΙΩΝ ::
Ad-Aware SecureSearch
ΠΕΡΙΒΑΛΛΟΝ - Η ΠΡΟΣΤΑΣΙ
ΔΑΣΚΑΛΟΣ-ΔΑΣΚΑΛΑ
Ε.Λ.Κ.Ε. | Πανεπιστήμιο Κρήτ
ELKE Timesheets
ts.sch.gr/repo/online-packages/dim-perivallon-i-prostasia-tou-dasous/INDEX/teacher.html
Most Visited
Getting Started
NHMC internal site
Villa Montesca
WWF Υγρότοποι
CEI Platform
BIOTALENT
Μετάφραση Google
Biotalent elearning pl...
Νηρηίδες
Δάσκαλος
ΣΧΕΤΙΚΑ
EL
3:56 μμ

ΠΕΡΙΒΑΛΛΟΝ
Η ΠΡΟΣΤΑΣΙΑ ΤΟΥ ΔΑΣΟΥΣ
ΟΔΗΓΙΕΣ ΓΙΑ ΤΟΥΣ ΕΚΠΑΙΔΕΥΤΙΚΟΥΣ

Θέμα Μελέτης: Περιβάλλον – Η προστασία του δάσους

Υποθέματα Μελέτης:

- Γνωρίζω το δάσος ή Δάσος –ένα σπίτι για όλους (ορισμός, βιοτικοί παράγοντες/χλωρίδα, πανίδα, αποικοδομητές, αβιοτικοί παράγοντες/νερό, έδαφος, κλίμα, αέρας)
- Αλληλεπιδράσεις μέσα στο δάσος (για τις μεγάλες τάξεις – τροφική αλυσίδα – κατοικία/φωλιά – προσαρμογή). Η έννοια της αλληλεπίδρασης αντικαθίσταται με την έννοια της σχέσης για τις πρώτες τάξεις του Δημοτικού σύμφωνα με το ΔΕΠΠΣ και τα ΑΠΣ.
- Αλληλεπιδράσεις δάσους και εξωτερικού περιβάλλοντος (δάσος και πόλεις, δάσος και έδαφος, δάσος και πηγή αγαθών, δάσος και αναψυχή, δάσος και κλίμα)
- Διαταραχές στις ομαλές αλληλεπιδράσεις – Κίνδυνοι για το δάσος (ενδογενείς, εξωγενείς)
- Δυνατότητες αποκατάστασης (Αναδάσωση, προστασία)

1. Συνοπτική περιγραφή του «ολοκληρωμένου εκπαιδευτικού πακέτου» «Περιβάλλον – Η προστασία του δάσους»
2.Θεματολογία εκπαιδευτικών σεναρίων / Διδακτικοί στόχοι
3. Διδακτικοί στόχοι

Pedagogical/didactic strategy of the tool

The educational material is based on enquired based learning and provides resources and tools to students to inform about fires. Through discussion and educational information students make their own opinion.

The tool is easy to use as it has navigation buttons on each screen. The website provides guidance to both teachers and students through enquire based learning. It is stylish with beautiful graphics. It provides two separate choices one for teachers and two for students (lower classes of the Primary school and upper classes of the Primary school). The animation makes the website very attractive.

To complete the activities - courses users should install various educational and other software such as C map tools, DivX installer, flash player 9, model creator, Mozilla Firefox 2, QuickTime 7.

Through the activities, they promote:

Active learning within an interaction process

The cooperative spirit through appropriate activities

Observation, research and experimentation

Creative thinking and imagination through original ideas

Activating the creative powers of themselves (inclinations and skills)

The feeling of satisfaction and success

Learning incentives, encouragement and self-improvement

The development of communication skills

The acquisition of knowledge and useful information through alternative forms of information, from different sources and in various ways.

The active participation of pupils with debate-debate, research, criticism and creative processing and action.

It is also provided theoretical knowledge in order for the children to:

learn the ecosystems in their area (eg the nearest forest or national park)

know the species of forests, species of flora and fauna of the Mediterranean forests etc. and to be able to classify them

recognize the importance of the flora and fauna of the forest in their area for the life (professional, etc.) of the people

explore the national parks that are under protection as well as endangered animal species

Through the educational material, the children will develop skills in order to be able to:

evaluate the data on the dangers of forests (fires, overgrowth, trespassing, overgrazing, etc.)

propose solutions for forest protection (afforestation, etc.)

propose and evaluate (eg in terms of their effectiveness) actions that can be developed to protect the environment and the forest

be aware of and be able to describe human interventions in forests raise awareness and cultivate responsibility for the protection of the forest and its sustainable management

develop volunteering as a factor of citizen participation in environmental protection.

And any other relevant information

Part III – Assessment of the tool

Main successful characteristics

It's a complete teaching package with instructions for the teacher and the student.

It is easy to navigate, and has navigation buttons on each page.

The use of graphics makes the website more attractive.

The examination in an exploratory manner allows students to think, to reflect, to inform and to make up their own opinion.

Main points of weakness

It makes no particular reference to children with disabilities or dyslexic children.

Part I: General information about the selected tool

Denomination/Title of the tool

IMEAKIA-DANCING EARTH

Year of production

Language/es

Greek

Country of production

Greece

Kind of tool

☐ Ministerial Educational Program

☐ local/regional/national level or extracurricular activities

X 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

Xweb 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 (selected as many as appropriated)

☐ Training for volunteers

☐ Training for school teachers

☐ Training for school staff

XInformation about the correct behaviors in case of disaster

X Information about the rules of preventions

XEducation for students

☐ General public awareness campaign

☐ Scientific information about the disaster for adults

XScientific 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

XEarthquakes

☐ Floods

☐ Tsunami

☐ Volcanic eruptions

☐ Meteorological disasters

☐ Wildfires

☐ Urban fires

☐ Health disasters

☐ Other (specify)___________________________

Brief description of the tool

The Imeakia is the node for children of Foundation of the Hellenic World which consists of games, newspaper, comics, etc.

Web address/link

http://www.fhw.gr/imeakia/index.html

Users/target (selected as many as appropriated)

☐ 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

XGeneral public

☐ Other (specify)___________________________

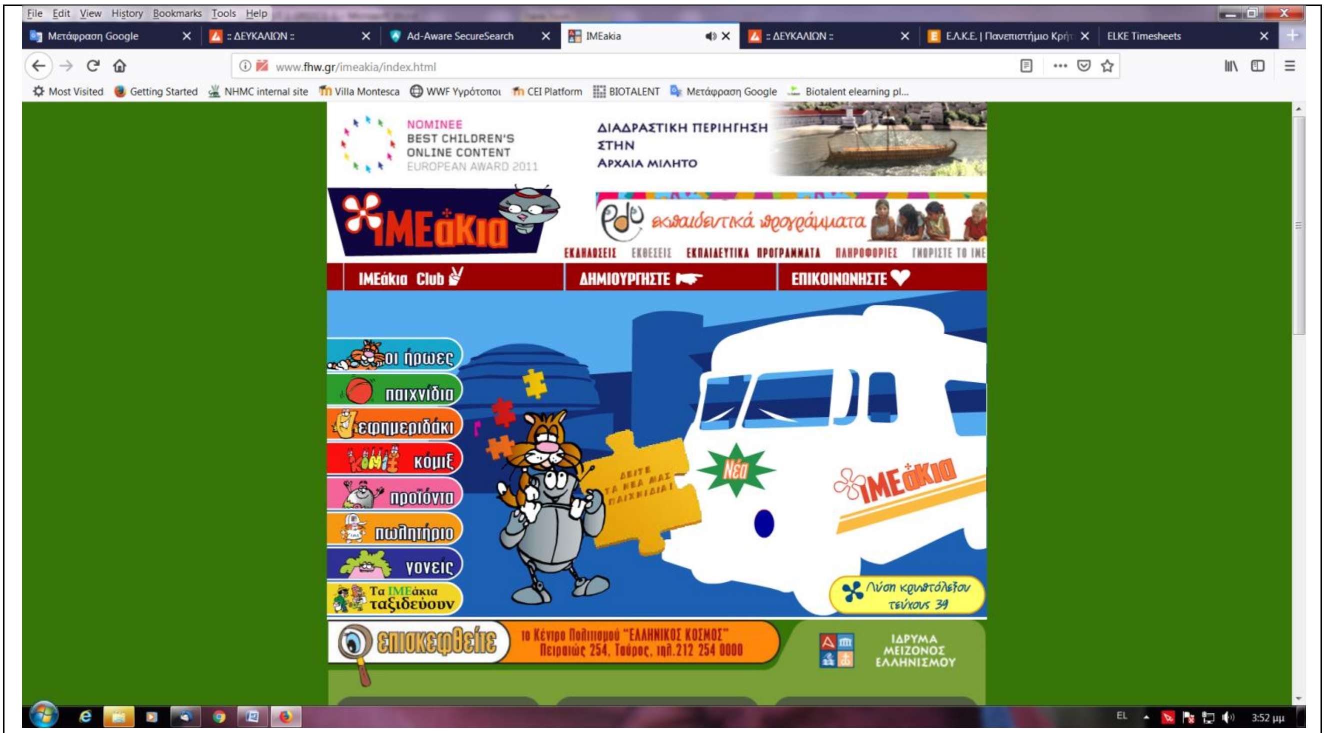
Editor, Institution or Entity responsible of the production

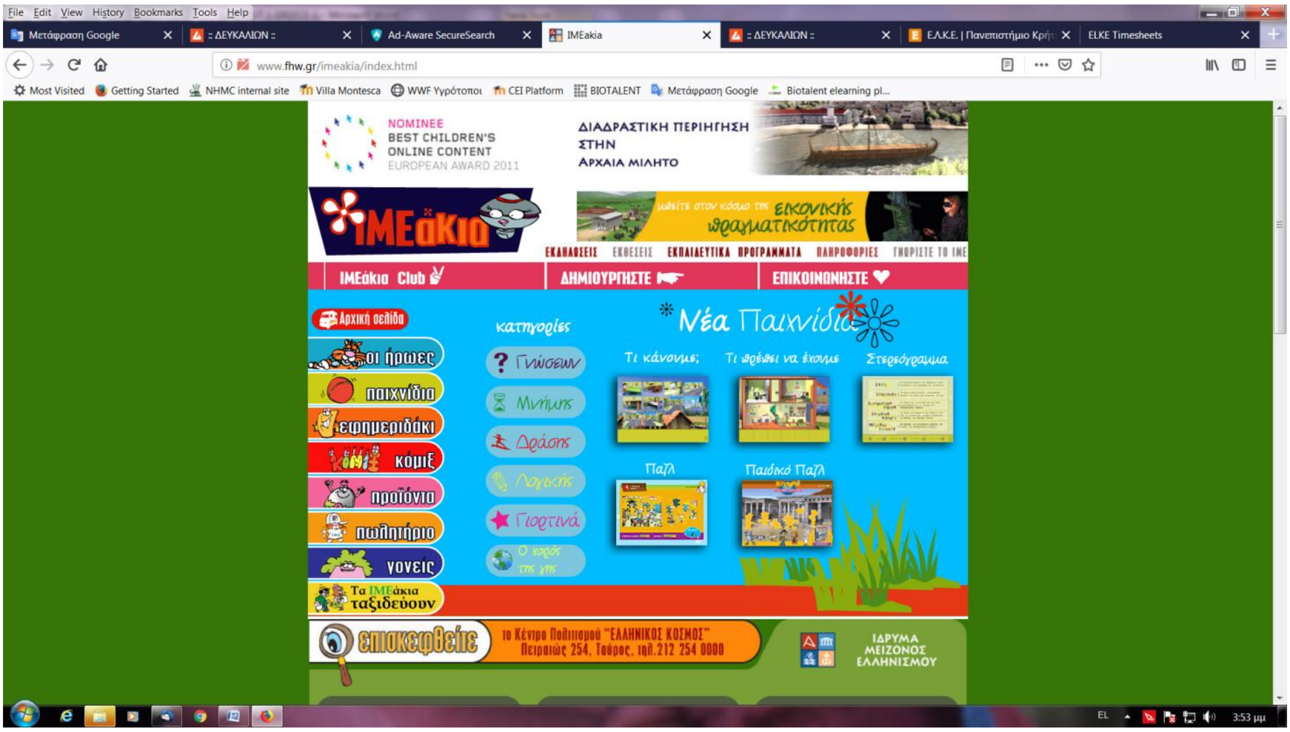
Foundation of the Hellenic World

Part II - Analysis of the Tool

Description of the aim of the tool and of its contents

The Imeakia is a childhood node of the Foundation of the Hellenic World, FHW, which consists of games, newspaper, comics, etc. In the category of games there is the option "Dance of the land" referring to earthquakes. The children choose various places like the school hall, their room, the street and so on. They also choose the right answer to the question "what we do in the case of earthquake?" according to their opinion. The next game refers on what we should have at home in case of an earthquake. Children have to choose among several objects the most important and necessary for them in order to face difficulties and accidents in case of an earthquake. And finally, children learn basic concepts of the earthquake such as earthquake focus, epicenter, fault, seismic waves and earthquake magnitude and watch the related images.


Μετάφραση Google
:: ΔΕΥΚΑΛΙΩΝ ::
Ad-Aware SecureSearch
IMEakia
Ε.Λ.Κ.Ε. | Πανεπιστήμιο Κρήτ
ELKE Timesheets
www.fhw.gr/imeakia/index.html
NOMINEE
BEST CHILDREN'S
ONLINE CONTENT
EUROPEAN AWARD 2011
ΔΙΑΔΡΑΣΤΙΚΗ ΠΕΡΙΗΓΗΣΗ
ΣΤΗΝ
ΑΡΧΑΙΑ ΜΙΛΗΤΟ
ΙΜΕάκια
εκπαιδευτικά προγράμματα
IMEάκια Club
ΔΗΜΙΟΥΡΓΗΣΤΕ
ΕΠΙΚΟΙΝΩΝΗΣΤΕ
οι ήρωες
παιχνίδια
εφημεριδάκι
κόμιξ
προϊόντα
πωλητήριο
γονείς
Τα ΙΜΕάκια ταξιδεύουν
Νέα
Λύση κρυπτόλεξου τεύχους 39
επισκεφθείτε
ΙΔΡΥΜΑ ΜΕΙΖΟΝΟΣ ΕΛΛΗΝΙΣΜΟΥ
3:52 μμ


www.fhw.gr/imeakia/index.html
ΙΜΕάκια
Αρχική σελίδα
κατηγορίες
Γνώσεων
Μνήμης
Δράσης
Λογικής
Γιορτινά
Ο κόσμος της γης
Νέα Παιχνίδια
Τι κάνουμε;
Τι πρέπει να έχουμε
Στερεόγραμμα
Παζλ
Παιδικό Παζλ
οι ήρωες
παιχνίδια
εφημεριδάκι
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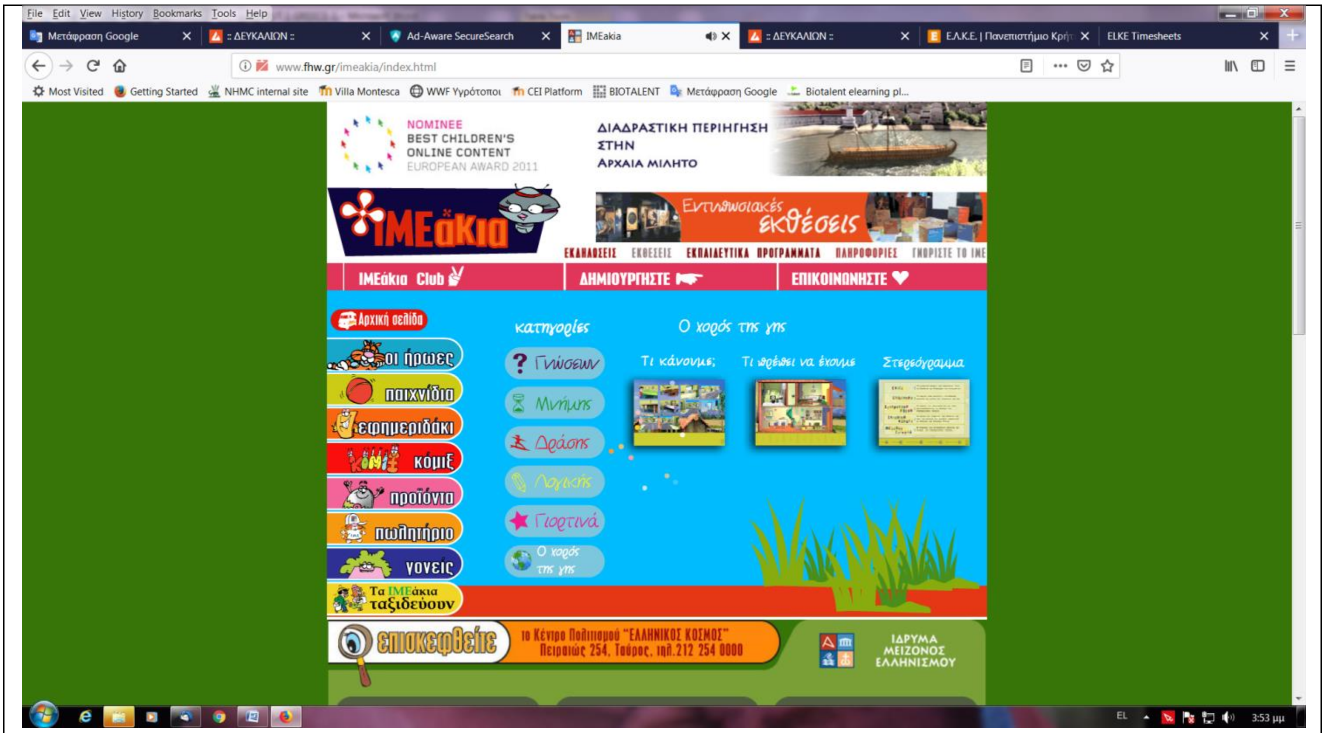
προϊόντα
πωλητήριο
γονείς
Τα ΙΜΕάκια ταξιδεύουν
επισκεφθείτε
ΙΔΡΥΜΑ ΜΕΙΖΟΝΟΣ ΕΛΛΗΝΙΣΜΟΥ
3:53 μμ


www.fhw.gr/imeakia/index.html
IMEakia
NOMINEE
BEST CHILDREN'S ONLINE CONTENT
EUROPEAN AWARD 2011
ΔΙΑΔΡΑΣΤΙΚΗ ΠΕΡΙΗΓΗΣΗ ΣΤΗΝ ΑΡΧΑΙΑ ΜΙΛΗΤΟ
IMEάκια
Εντυπωσιακές εκθέσεις
ΕΚΔΗΛΩΣΕΙΣ
ΕΚΘΕΣΕΙΣ
ΕΚΠΑΙΔΕΥΤΙΚΑ ΠΡΟΓΡΑΜΜΑΤΑ
ΠΛΗΡΟΦΟΡΙΕΣ
ΓΝΩΡΙΣΤΕ ΤΟ ΙΜΕ
IMEάκια Club
ΔΗΜΙΟΥΡΓΗΣΤΕ
ΕΠΙΚΟΙΝΩΝΗΣΤΕ
Αρχική σελίδα
οι ήρωες
παιχνίδια
εφημεριδάκι
κόμιξ
προϊόντα
πωλητήριο
γονείς
Τα IMEάκια ταξιδεύουν
κατηγορίες
Γνώσεων
Μνήμης
Δράσης
Λογικής
Γιορτινά
Ο χορός της γης
Ο χορός της γης
Τι κάνουμε;
Τι πρέπει να έχουμε
Στερεόγραμμα
επισκεφθείτε
το Κέντρο Πολιτισμού "ΕΛΛΗΝΙΚΟΣ ΚΟΣΜΟΣ"
Πειραιώς 254, Ταύρος, τηλ.212 254 0000
ΙΔΡΥΜΑ ΜΕΙΖΟΝΟΣ ΕΛΛΗΝΙΣΜΟΥ

Pedagogical/didactic strategy of the tool

The node the Imeakia addressed exclusively to children and this digital game "Dance of the Earth" is a new proposal that helps children discover with playful manner the basic things they need to do or have when suddenly an earthquake happens.

Friendly, colourful, stylish and cheerful website for children with creative educational interactive games and rich educational content.

And any other relevant information

The Foundation of the Hellenic World (FHW), which was inspired, created and funded by Lazarus Efraimoglou family has civic, cultural, non- profit character and is based in Athens. The foundation was ratified in 1993 by Act of Greek Parliament.

The Foundation's mission is to keep alive the historical memory and the Greek tradition, and to promote the universal dimension of Hellenism. For this it uses modern techniques, such as three-dimensional graphics, virtual reality applications and interactive reports.

The Hellenic Foundation creates and implements various educational programs designed to promote Greek culture and Greek history. Trying to capitalize on the opportunities offered by modern technology and the Internet and to present in Greek and international community the first Greek nodes with historical content.

Part III – Assessment of the tool

Main successful characteristics

Well-designed interactive web page, with easily understandable content, attractive to children. Easy and simple to use. The children have a lot of choices like games, newspaper, commix.

The website is colourful, stylish and particularly intricate, friendly and attractive to visitors and especially to children with a lot of animation, games, comics etc.

The game refers to basic knowledge that children should have to be safe in an earthquake and this is achieved vividly through this activity.

Main points of weakness

It makes no particular reference to children with disabilities or dyslexic children.

PART 2: Guideline-Interviews

In this part 5 individual interviews and 1 group interview for Greece have been implemented. The interviews focused on the Situation and good practices related to reaction caused by natural - human disasters.

A. Individual interviews

The following standard interview of six questions has been formulated by NHMC, in order to gain comparable answers:

PROJECT: Natural-Human Disasters Play (NHD Play)

ERASMUS+ 2018-1-BG01-KA201-047885

Intellectual Output 1: Holistic training educational model:

Individual interviews on:

Situation and good practices related to reaction caused by natural - human disasters

Personal Data

Name:

Organization:

Position in the Organization:

e-mail:

Please answer the following questions:

1. Is there any specific plan, in your organization, regarding the behavior in case of a disaster (natural or human induced)?

2. Which disasters (natural or human induced) covers the above plan?

3. Are any measures, into the above plan, covering also persons with disabilities?

4. Do you follow any training seminars on the behavior in case of disasters (natural or human induced)? How often?

5. Do you make any drills for disasters (natural or human induced)? How often?

6. How is the level of theoretical knowledge on the disasters (natural or human induced) of the staff in your organization?

Thank you very much for this interview

Voreadou Catherina

Coordinator of the NHMC Team for NHDPlay

The interview was sent to the following five different experts:

Tzanokostakis Giannis: senior officer of the Region of Crete in the department of Civil Protection, in Heraklion

Votsoglou Giorgos: senior officer of the Region of Crete in the department of Civil Protection, in Rethymnon

Hatzakis Stergios: Head of the School Activities Office for Primary Education in the Directorate of Primary and Secondary Education of the Region of Crete

Stratigis Georgios: Coordinator of Civil Protection Voluntary Teams in the Municipality of Heraklion

Kourou Asimina: Head of Education – Information Department of Earthquake Planning and Protection Organization (EPPO)

According to the Individual Interviews there are workplace **emergency plans** in order to reduce the consequences of an emergency event at the workplace and ensure everyone's safety. Moreover EPPO, in cooperation with the Greek General Secretariat for Civil Protection, the Region and the Municipalities of Crete, and the School Units, provides guidelines for seismic disaster management at workplace level, emergency plans and earthquake drills. In this framework, EPPO develops specific guidelines for the emergency planning of relevant workplaces, such as: *"Memorandum of Actions concerning the Seismic Risk Reduction at School Community", "Memorandum of Actions concerning the Seismic Risk Reduction at Kindergartens", "Earthquake Planning. Guidelines for Workplaces".*

In case of natural disaster Heraklion Municipality enables also XENOKRATIS plan.

In the question related to **which disasters (natural or human induced) are covered by the emergency plans** most of them cover earthquakes and fire risks. Emergency plans on other kinds of disasters have not been activated in School Units.

Related to **training seminars** on the behavior in case of disasters (natural or human induced) and how often they are implemented EPPO's Education Department organizes:

- staff briefing (once a year) to communicate the EPPO's Emergency Plan to the staff (reminding the escape routes, the assembly area and the employees' roles and responsibilities).
- staff briefing to update its knowledge on earthquake protection measures (once a year).
- training seminars on Basic First Aid and/or Fire extinguishing systems, in collaboration with the responsible agencies.
- EPPO implements training seminars at regional level that addressed to teachers, or business staff etc. on earthquake protection issues (about 80 seminars per year).

while in the Municipality of Heraklion and the Region of Crete, training seminars are followed at least twice per year, all kind of drills are followed and they participate or support every European project is taking place referring to Civil Protection.

Concerning **drills for disasters** (natural or human induced and how often they are implemented EPPO's earthquake drill is organized once per year and EPPO's staff participate as "observer" in earthquake drills in schools and other working places. Municipalities' staff participate annually in all drills regarding Fire Services and Coast Guard (more than 3).

Regarding the **measures covering persons with disabilities**, EPPO's staff is familiar with the needs of each disabled person in case of an emergency but EPPO implements, at regular basis, seminars for people with disabilities, their educators etc. Moreover, EPPO has developed the following specific educational material that addressed to people with disabilities and which has been distributed to School Units:

- Leaflet: "Get Ready for an Earthquake. Guidelines for People with Mobility Impairments", 16pp.
- Poster: "Get Ready for an Earthquake. Guidelines for People with Mobility Impairments".
- Leaflet: "Earthquakes often happen in Greece. All of us should know what to do when an earthquake strikes (easy to read), 8pp.
- Poster: "Earthquakes often happen in Greece. All of us should know what to do when an earthquake strikes (easy to read).

- Leaflet: Learning what to do in an earthquake" (MAKATON), 8pp.

In the Municipalities, there are no specific measures regarding persons with disabilities.

Concerning the level of **theoretical knowledge** on the disasters (natural or human induced) of the staff in different organizations, most of the experts answered that the level of theoretical knowledge on the disasters issues is sufficient.

B. Group interview

In the group interview the following five experts participated:

- **Voreadou Catherina:** Head of Education of NHMC, Civil Protection expert, NHDPlay Scientific responsible for Greece
- **Symeonidis Babbis**: Certified Rescuer of PROTECTA VOLUNTEER GROUP for Civil Protection
- **Zaharatou Aggeliki**: Head of the School Activities Office for Secondary Education in the Directorate of Primary and Secondary Education of the Region of Crete
- **Liva Anna**: Teacher of Secondary Education, Rescuer of PROTECTA VOLUNTEER GROUP for Civil Protection
- **Fassoulas Charalampos**: Head of Geological & Paleontological Dept of NHMC, Civil Protection expert

After a short presentation of NHDPlay Erasmus+ project by Voreadou Catherina, the topics discussed were:

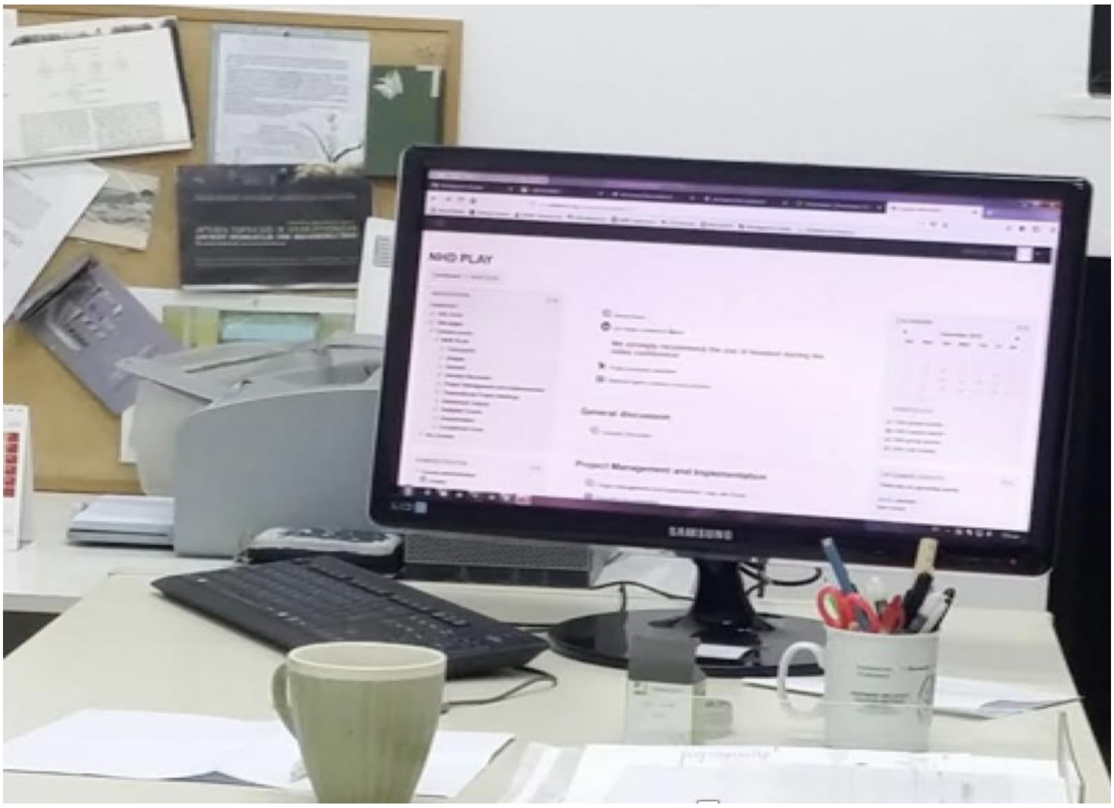
Related to the **emergency plans**, EPPO, in cooperation with the Greek General Secretariat for Civil Protection, and the directors of the School Units, provides guidelines for seismic and fire disasters but also for other natural and human disasters. Moreover, a MoU is signed between EPPO and the School Units for all disasters. These emergency plans are in all school rooms and show also the refuge places A (permanent) and B (backups) which have been signed by the Municipalities.

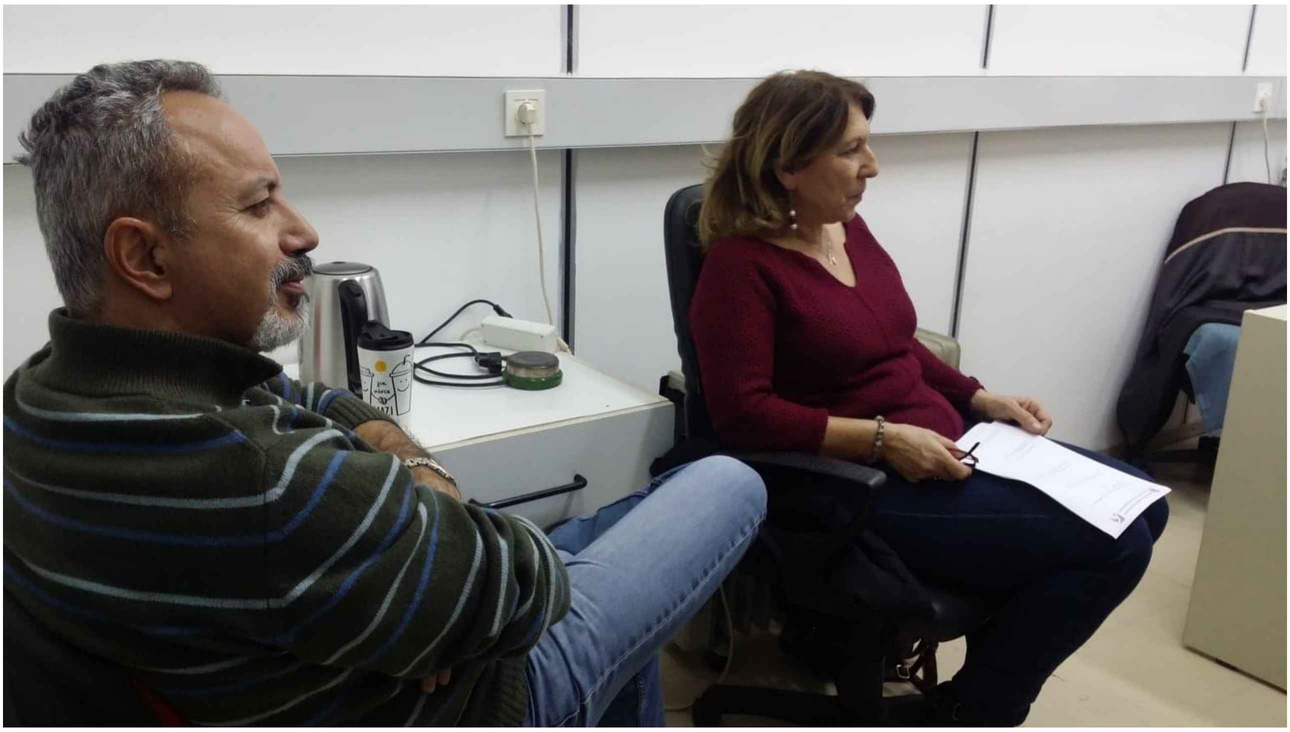
As for **disabled people in Greece**, with a percentage of 16,8%, the civil protection measures for them are sufficient in central cities but not in the country side. The measures are not sufficient for the people with vision and hearing problems since the facilities are not enough for them.

In the Municipality of Heraklion, a new project starts now under the title" Sustainable mobility" which will enhance the current situation.

PROTECTA, under the permission of the Greek Ministry of Education, offers four different **school programs for disasters** and first Aid. Until now, 23.000 students in Crete, have followed the above programs.

Every **School Unit** makes a **drill** twice a year while in nursery schools, drills are implemented with the use of games. Finally, a 60-70% of the students in schools, are familiar with theoretical information on disasters.


NHD PLAY
General discussion
Project Management and Implementation
SAMSUNG



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

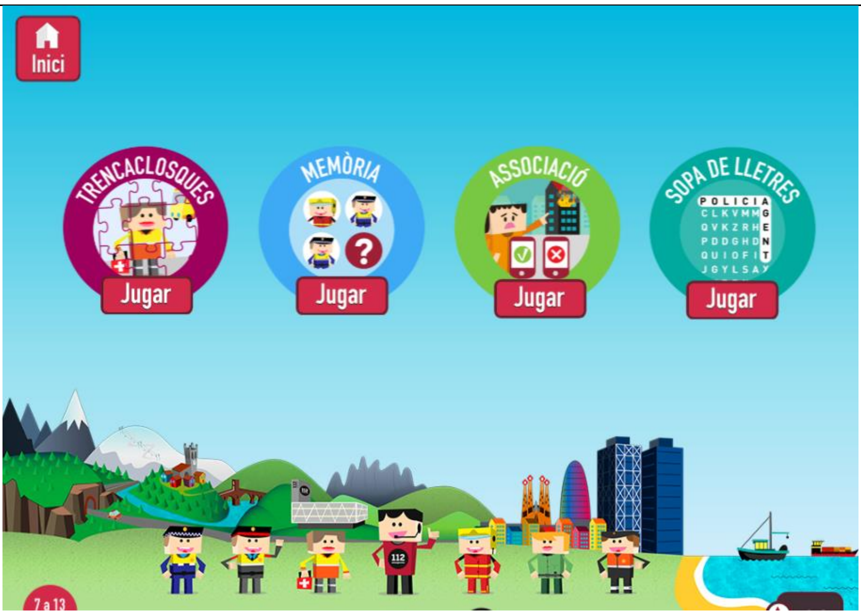
Part II - Analysis of the Tool

Description of the aim of the tool and of its contents

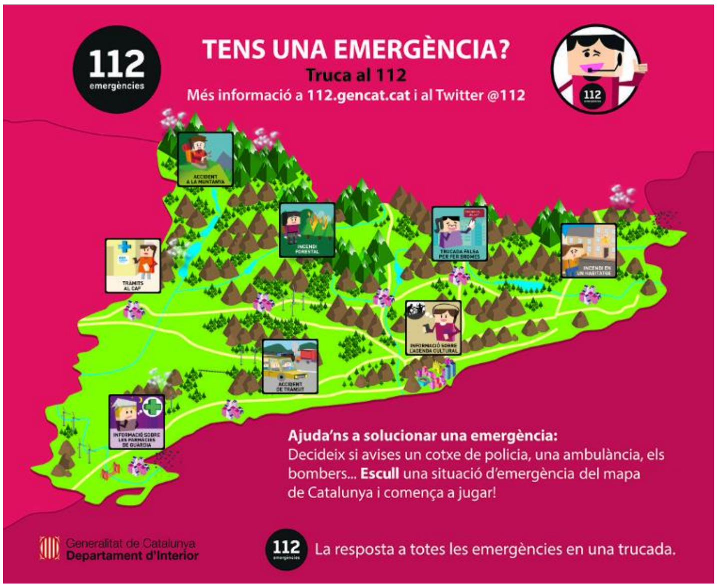
The main aim of this tool is teaching kids between 7-13 years how to react in front of a disaster through several games that put the user in a risk situation.

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.


Inici
TRENCACLOSQUES
Jugar
MEMÒRIA
Jugar
ASSOCIACIÓ
Jugar
SOPA DE LLETRES
Jugar
7 a 13

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.


112
emergències
ACCIDENT A LA MUNTANYA
TRÀMITS AL CAP
INCENDI FORESTAL
TRUCADA FALSA PER FER BROMES
INCENDI EN UN HABITATGE
INFORMACIÓ SOBRE L'AGENDA CULTURAL
ACCIDENT DE TRÀNSIT
INFORMACIÓ SOBRE LES FARMÀCIES DE GUÀRDIA
Generalitat de Catalunya
Departament d'Interior

TENS UNA EMERGÈNCIA?
Truca al 112
Més informació a 112.gencat.cat i al Twitter @112

Ajuda'ns a solucionar una emergència:
Decideix si avises un cotxe de policia, una ambulància, els bombers... **Escull** una situació d'emergència del mapa de Catalunya i comença a jugar!

La resposta a totes les emergències en una trucada.

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

X 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

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)

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

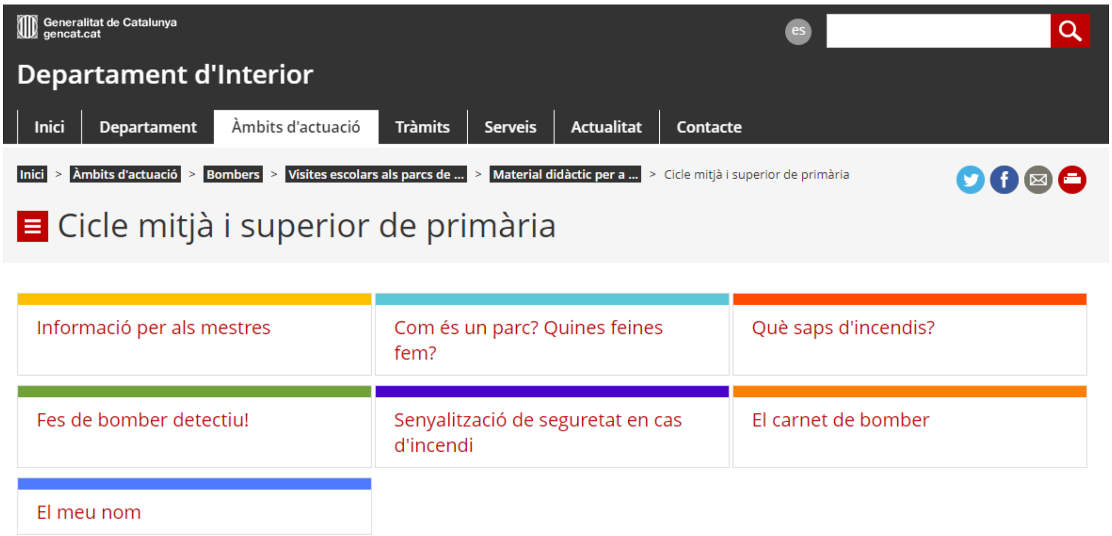
Description of the aim of the tool and of its contents

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.



Departament d'Interior

Inici > Àmbits d'actuació > Bombers > Visites escolars als parcs de ... > Material didàctic per a ... > Cicle mitjà i superior de primària

Cicle mitjà i superior de primària

Informació per als mestres

Com és un parc? Quines feines fem?

Què saps d'incendis?

Fes de bomber detectiu!

Senyalització de seguretat en cas d'incendi

El carnet de bomber

El meu nom

Pedagogical/didactic strategy of the tool

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

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

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)

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.

Description of the aim of the tool and of its contents

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”.

y es, 112
0:15 / 0:29

Arkano - 112 - Energy Sistem

Pedagogical/didactic strategy of the tool

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

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)

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.

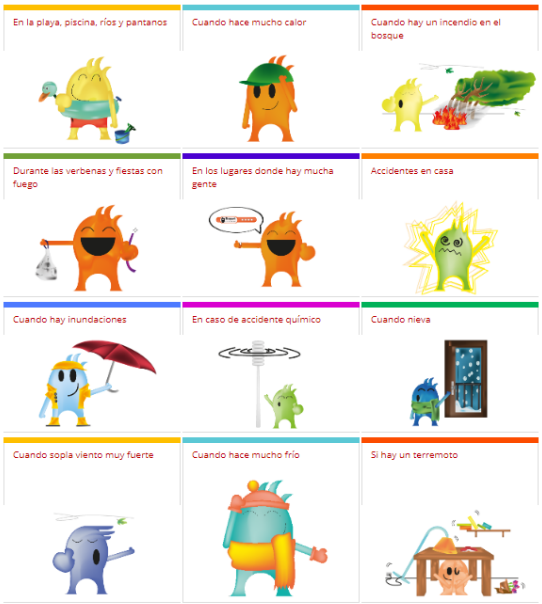
Part II - Analysis of the Tool

Description of the aim of the tool and of its contents

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.


En la playa, piscina, ríos y pantanos
Cuando hace mucho calor
Cuando hay un incendio en el bosque
Durante las verbenas y fiestas con fuego
En los lugares donde hay mucha gente
Accidentes en casa
Cuando hay inundaciones
En caso de accidente químico
Cuando nieva
Cuando sopla viento muy fuerte
Cuando hace mucho frío
Si hay un terremoto

Pedagogical/didactic strategy of the tool

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

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

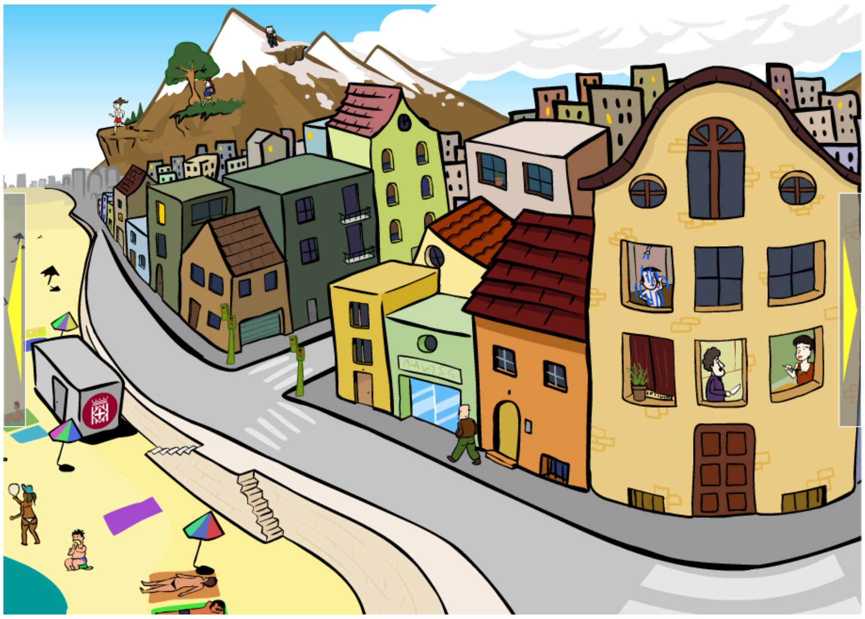
Part II - Analysis of the Tool

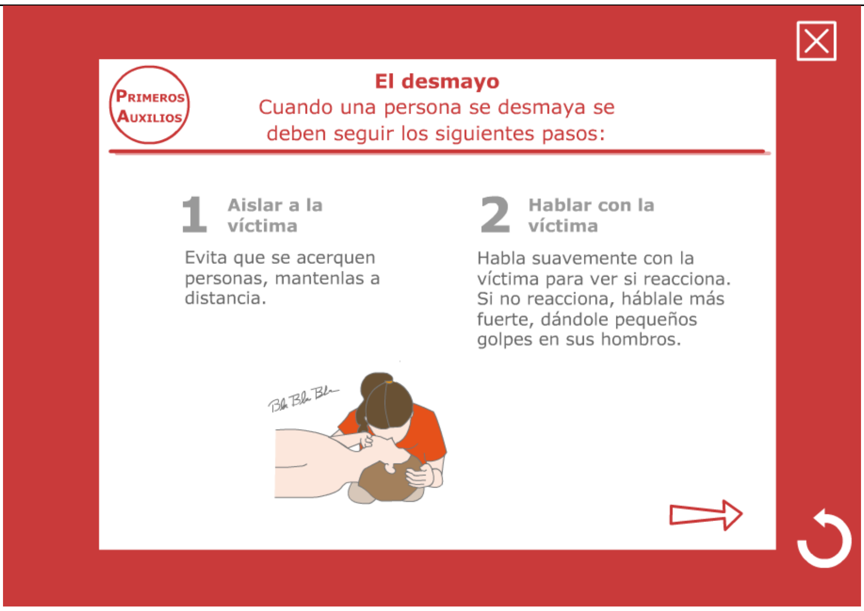
Description of the aim of the tool and of its contents

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.





El desmayo
Cuando una persona se desmaya se deben seguir los siguientes pasos:

1 **Aislar a la víctima**
Evita que se acerquen personas, mantenlas a distancia.

2 **Hablar con la víctima**
Habla suavemente con la víctima para ver si reacciona. Si no reacciona, háblale más fuerte, dándole pequeños golpes en sus hombros.

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.

- 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).

GUÍA PARA DOCENTES
"Evita el fuego... la diversidad es vida"
ENTRAR →
GOBIERNO DE ESPAÑA
MINISTERIO DE MEDIO AMBIENTE Y MEDIO RURAL Y MARINO
Evita el fuego... la diversidad es vida

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.

Bulgarian Final Report

Part I: General information about the selected tool

Denomination/Title of the tool

Academy First Aid

Year of production

2017

Language/es

BG

Country of production

Bulgaria

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 / first aid

☐ 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 (selected as many as appropriated)

☐ Training for volunteers

☐ **Training for school teachers**

☐ **Training for school staff**

☐ **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

☐ Wildfires

☐ Urban fires

☐ **Health disasters**

☐ Other (specify)___________________________

Brief description of the tool

First aid training courses led by doctors. The training is mainly focused on pedagogical staff, young people and volunteers; The courses are approved by an order of the Ministry of Education. The programs are developed on the basis of the leading contemporary concepts and guides in the field of protection of the population in case of mass disasters and accidents, as well as the first aid and emergency medicine.

The training takes place in two parts:

- Present form in two modules - lecture and practical - with a duration of 8 to 16 teaching hours depending on the program of the course;
- Distance form - materials for self-preparation and in the exam format, which at the end, when successful, generate a certificate.

More important courses:

- Disasters and accidents - preparation, actions and first aid
- First aid for Pedagogic Pesonal
- Basic first aid course

Web address/link

https://academyfirstaid.com/

http://www.e-teachers.eu/course/index.php?categoryid=15 = the platform

Users/target (selected as many as appropriated)

☐ Volunteers

☐ Civil protection professionals

☐ **Pre-primary educators**

☐ **Primary school teachers**

☐ **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

Academy First Aid

Part II – Analysis of the Tool

Description of the aim of the tool and of its contents

The first aid academy program aims to improve the general training of participants by developing their skills to respond appropriately and to deal with a disaster situation and accidents, especially in incidents involving one or more victims. The goal for the participants is to acquire knowledge that will help them recognize and distinguish a large number of common emergencies, make a quick and accurate assessment of the victim and implement concrete and adequate effective actions.

The courses overlap with major emergency situations requiring rapid response in children and babies. It is suitable for teachers who work daily with children as well as for anyone who wants to learn something new and useful. Child-directed training overrides the rules of behavior in a critical situation.

During the training the participants are acquainted with the specifics of the most common types of mass disasters and accidents - fire, flood, earthquake, road accidents, industrial incidents and the resulting emergency medical conditions. In the Disaster Preparedness and Response section, participants are trained on possible measures for prevention and response to disasters and accidents and on effective first aid services. Special emphasis is placed on building in-depth theoretical knowledge and real practical skills for first aid. Courses are designed for teachers, directors, school staff, and nursery educators, but are easily adaptable in the same format for students aged 10+.

The materials are presented in lecture and are illustrated with rich photo and video material.

Practical activities are conducted by doctors. During the practical exercises the participants acquire or improve their skills for knowledge and proper handling of various types of medical consumables and performing the full spectrum of manipulations that come within the volume of the first aids. It works with real materials and medical supplies that are provided individually to each participant. During the course special attention is paid to psychological training and sustainability, which plays an important role in a critical situation.

Pedagogical/didactic strategy of the too

The model of work involved in the First Aid Academy courses is based on the constructivist approach of learning by doing.

The training methods are directly related to the program's goal of developing the theoretical knowledge and practical skills of the participants, including multimedia presentations, practical exercises and tasks, individual and teamwork in simulated incidents with injuries. The training ends with a practical task related to carrying out specific actions from the volume of the first aids.

And any other relevant information

In an interview with an Academie First Aid educator, it was noted that teachers had a wealth of experience based on life situations. What is striking for them is the absence of action plan in similar situations at school.

Part III – Assessment of the tool

Main successful characteristics

- The general public attitude towards the utility of training and, in practice, the mandatory nature of such skills among teachers
- The practical part - interactive, led by young specialists, which makes it interesting for the pupils;
- Having a platform where learners can verify their knowledge;

Main points of weakness

- Lack of interactivity and gaming in a distance learning form. The platform could be developed in that direction.

Part I: General information about the selected tool

Denomination/Title of the tool

Conducting an Information Campaign "Give Safety and Future to Your Child" for children and parents on the occasion of the International Children's Day

Year of production

2015

Language/es

BG/ENG

Country of production

Bulgaria

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 / first aid

☐ 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 – brochure and direct contact with border police**

General aim of the tool (selected as many as appropriated)

☐ Training for volunteers

☐ Training for school teachers

☐ Training for school staff

☐ 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) – information about the correct behaviors of parents and children if there is a risk for their safety and security, caused by unknown person**

Areas of impact

☐ Natural disasters in general

☐ Anthropic disaster in general

☐ Earthquakes

☐ Floods

☐ Tsunami

☐ Volcanic eruptions

☐ Meteorological disasters

☐ Wildfires

☐ Urban fires

☐ Health disasters

☐ **Other – behavioral advices and strategies for personal safety and security.**

Brief description of the tool

The campaign of the Society and Safety Foundation and TUFEMI is implemented at the national border checkpoints on 1 June - the International Children's Day. MoI's officers, who are also members of the TUFEMI and have declared their willingness to develop their skills for working with children, get specially prepared materials for this purpose in advance. They are informed about the initiative, how they need to approach the children and the parents, what they must say to them and what the aim of the campaign is. The informational brochure used as main tool is prepared by SSF's experts in accordance with the national priorities and policies of the institutions responsible for children protections.

Web address/link

www.ssf-bg.eu

Users/target (selected as many as appropriated)

☐ Volunteers

☐ Civil protection professionals

☐Pre-primary educators

☐Primary school teachers

☐ Secondary school teachers

☐ University educative staff

☐ **Pre-primary kids**

☐ **Primary school children**

☐ Secondary school students

☐ University students

☐ School staff

☐ **General public**

☐ **Other (specify) border police officers and parents**

Editor, Institution or Entity responsible of the production

Society and Safety Foundation

Part II – Analysis of the Tool

Description of the aim of the tool and of its contents

The information in the brochure is primarily addressed to parents, but it contains tips not only for them, but for their children as well. The main objective of this tool is to raise the awareness and attention of parents to the risks to the physical safety of children. The other goal is to present behavioral strategies, both for children and parents, for prevention and the need some special skills in the children to be developed. The information brochures is prepared in accordance with official documents of the State Agency for Child Protection and the Ministry of Interior. The brochure is bilingual and the main purpose is to cover a wide range of people who enter or leave the territory of the Republic of Bulgaria. The police officers who distribute the information brochures are trained in advance, what they should say, what is the purpose of the campaign, what are the main messages and how to approach parents and children. The dissemination of brochures amongthe parents is accompanied by the giving of specific attributes for children (chocolates, toys, etc.), for example – the brochure is given to the parent and the hocolate to the child. Depending on the nationality of the persons crossing the border, the objectives of the campaign are presented into Bulgarian or English language.

Pedagogical/didactic strategy of the tool

The information campaign aims to draw the attention of parents to the specific risks for their children and the need specific behavioral strategies must be developed.

After directing parents' attention to specific risks, through thus campaign, the SSF and TUFEMIs representatives are relying on their responsibility and judgment about which strategies are applicable, and what tools they could and would use to guide their children's behavior.

Part III – Assessment of the tool

Main successful characteristics

- Creates trust between parents and police officers.
- Provides information what is the specific behavior children and parents should have in order to guarantee child's safety.
- Draws parents attention to the potential risks and threats.
- Improves interaction and trust between police officers, children and parents.
- Increases the capacity to deal with the risks of children and parents.
- Indirectly, through children, it strengthens parents' trust in security services and forms attitudes to shared concerns and care.

Main points of weakness

- It is not possible the effectiveness of this campaign to be tackled and measured, because each year, the passers-by are different.
- There is no enough time a feedback from parents to be taken about the usefulness of the provided information and it is not possible to conduct in-depth conversations with children on the subject.

Part I: General information about the selected tool

Denomination/Title of the tool

Children Police Station

Year of production

2013

Language/es

BG

Country of production

Bulgaria

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 / first aid

☐ 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 –direct contact with workers in MoI**

General aim of the tool (selected as many as appropriated)

☐ Training for volunteers

☐ **Training for school teachers**

☐ **Training for school staff**

☐ **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) – training for workers in MoI, information for parents**

Areas of impact

☐ Natural disasters in general

☐ **Anthropic disaster in general**

☐ Earthquakes

☐ Floods

☐ Tsunami

☐ Volcanic eruptions

☐ Meteorological disasters

☐ Wildfires

☐ Urban fires

☐ Health disasters

☐ **Other – behavioral advices and strategies for children personal safety and security including first aid.**

Brief description of the tool

Development of skills for personal safety and adequate response in dangerous situations, intolerance to anti-social behavior and awareness about the civil and human rights and responsibilities among children aged 8 – 12.

Web address/link

http://detskasigurnost.bg/

Users/target (selected as many as appropriated)

☐ Volunteers

☐ Civil protection professionals

☐Pre-primary educators

☐Primary school teachers

☐ Secondary school teachers

☐ University educative staff

☐ Pre-primary kids

☐ **Primary school children**

☐ **Secondary school students**

☐ University students

☐ School staff

☐ **General public**

☐ **Other (specify) workers in MoI and parents**

Editor, Institution or Entity responsible of the production

Ministry of Interior in partnership with Ministry of Education and Science

Part II – Analysis of the Tool

Description of the aim of the tool and of its contents

The aim of the methodological tool is:

- Early Prevention of Adolescents;
- Raising personal respect and taking into consideration the values of the laws in the country;
- Creating habits for safe behavior and taking adequate decisions in certain situations;
- Developing a civic position and civic competence;
- Stimulating diligence and initiative;
- Raising trust in the police.

The methodological tool is developed for hildren from primary and secondary level under the program "Children Police Station" and it is planned while the children are having fun to get knowledge and skills about:

•How to protect their own life and life of their friends?

• How to tackle difficult situations with different challenges at home, at school, on the street, in the mountains?

• What are their rights and responsibilities to society?

• How to work in team, respect and tolerance other people's different opinion?

The Program is implement by the workers in Ministry of Interior from the Security Police, Traffic Police and Criminal Police, psychologists from the Ministry of Interior. Some parts of the program are realized by experts from the Bulgarian Red Cross, the Bulgarian Youth Red Cross and The Bulgarian Tourist Union. Topics are prepared and presented in accordance with children's age specificities as well as regional specifics, traditions and culture.The program is mobile and open to new ideas and additions. The form of the program is extra-curricular.

Pedagogical/didactic strategy of the tool

The classes are organized according to a schedule prepared by the responsible expert form the Ministry of the Interior and the director of the school, according to a methodological guidance provided to all representatives from the MoI and the schools. The schedule is planed within one astronomical hour once a week from October 1 to June 1 of the respective academic year.

Theoretical classes are held in a school classroom or other appropriate premises.

Practical activities take place in the open air, and the protection of children's life and health is the greatest priority.

Principles of the tool:

- Volunteering
- activity of the participants
- consciousness (transformation of knowledge into beliefs and ability to use knowledge in practice)
- visibility
- Systemicity
- Discipline
- Teamwork
- responsibility for personal actions
- respect for human dignity

Part III – Assessment of the tool

Main successful characteristics

- Extremely well-designed, developed and structured lessons and methodological instructions and guidance for responsible police officers.
- Unified model for training of children throughout the country, guaranteeing the development of identical skills and knowledge for personal safety and reactions in critical for their life situations.
- Developing a trust between children and police officers, as well as trust and respect among parents to the police officers.
- Established and accepted by all stakeholders a very good model for interaction between police officers, teachers, children and parents.

Main points of weakness

- The implementation of the program is in only 200 classes in the country due to lack of human resources in the Ministry of Interior to train all students.
- The officials, responsible for the implementation of the program, have responsibilities not only for prevention, but also for the detection of crimes.
- Launched as a project within all tools for upgrading and adaptation of lessons has been provided. There is a risk after the end of the project all activities for updating the methodology and cvalification of police officers to be stopped.
- It creates negative feelings among students in schools where only one class is included in the program, and all others are excluded.

Part I: General information about the selected tool

Denomination/Title of the tool

Preparation for work with children with disabilities in case of natural and man-made disasters

Year of production

2017

Language/es

BG

Country of production

Bulgaria

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 / first aid

☐ 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

General aim of the tool (selected as many as appropriated)

☐ **Training for volunteers**

☐ **Training for school teachers**

☐ **Training for school staff**

☐ **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

☐ **Wildfires**

☐ **Urban fires**

☐ **Health disasters**

☐ Other

Brief description of the tool

Campaign to enhance training and better interaction between volunteers and children with mental and physical disabilities.

Web address/link

https://www.facebook.com/Dobrovolno/?ref=br_rs

Users/target (selected as many as appropriated)

☐ **Volunteers**

☐ Civil protection professionals

☐ **Pre-primary educators**

☐**Primary school teachers**

☐ **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

Voluntary unit for disaster response of Sofia Municipality

Description of the aim of the tool and of its contents

Practical sessions between volunteers, teachers, school staff and children with mental and physical disabilities. During a disaster, one of the main tasks of the voluntary squad, according to the municipal action plan is evacuation and rescue of people with disabilities, including children.

There are several schools and daycare centers on the territory of the city that cater to children, including with severe illnesses.In these cases, volunteers make organized visits to children.

Unlike working with other students, the approach is different here - all volunteers enter peacefully, make small gifts (toys or treats, if allowed) and hold individual games with children. Then, in small groups, everyone is picked up together with the volunteers in fire trucks.

Pedagogical/didactic strategy of the tool

Because of the specifics of some of the children's illnesses, they could not be prepared for action in case of disaster. On the other hand, the appearance of volunteers shortly after or during a stressful situation of natural disasters can scare the children. That is why a recurrent approach has been chosen by uniformed volunteers who gradually and under the supervision of pedagogues come close to children. Afterwards, fire fighting cars are visited in the form of a game. In this way, a subconscious feeling and a positive association with the uniforms and fire trucks are built up in the children. So in the event of a disaster the appearance of the volunteers not only will not stress the children, but it is even expected to work them soothing and easy to be able to be picked up in the cars for evacuation.

ДИРЕКЦИЯ СИГУРНОСТ

Part III – Assessment of the tool

Main successful characteristics

- Building a strong relationship between rescuers/volunteers and children;
- Positive image of the fire fighters and volunteers in child consciousness;
- Making an evacuation in the form of a game that would make it easier to act in a real situation;

Main points of weakness

- Lack of e-learning resources adapted for disabled children;
- Lack of a curriculum developed jointly by pedagogues, psychologists, firefighters and volunteers, to be followed and upgraded at each subsequent visit;
- Lack of rhythm and cyclicity of visits. They are still sporadic.

Part I: General information about the selected tool

Denomination/Title of the tool

Annual competition for events organized in a learning environment aimed at improving the preparation and reduction of vulnerability in case of natural disasters and human-caused emergencies.

Year of production

2016

Language/es

BG

Country of production

Bulgaria

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 / first aid

☐ 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 - practical and theoretical trainings**

General aim of the tool (selected as many as appropriated)

☐ **Training for volunteers**

☐ **Training for school teachers**

☐ **Training for school staff**

☐ **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

☐ **Wildfires**

☐ **Urban fires**

☐ **Health disasters**

☐ Other

Brief description of the tool

An annual nationwide contest where events take place in schools, organized jointly by firefighters, policemen, volunteers and other local community representatives.

Web address/link

http://navrb.bg/

Users/target (selected as many as appropriated)

☐ **Volunteers**

☐ **Civil protection professionals**

☐Pre-primary educators

☐**Primary school teachers**

☐ **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

National Association of Volunteers in Republic of Bulgaria

Part II – Analysis of the Tool

Description of the aim of the tool and of its contents

The competition is held all over the country. The basic condition for the events is to be organized at school around 5th of December - International Volunteer’s Day. All local structures involved in the disaster response process take a part into the events, under the guidance of the voluntary formations. The aim is to ensure that the events are as attractive as possible and close to the real situations and also with the participation of many people. Photos and videos are published in the facebook group of the association and on the web page. The evaluation is done by a specially formed jury and by the audience by voting on the Internet. A winning squad has a cash prize that is spent on purchasing equipment. The distinguished events are awarded at an official ceremony by the Chief of the General Directorate Fire Safety and Civil Protction and other high-ranking officials.

Pedagogical/didactic strategy of the too

The events are trainings through screening of different school emergency situations involving as many students, services and volunteers as possible, providing good practical training in a situation such like the reals.

Part III – Assessment of the tool

Main successful characteristics

- Ensures preparation in an environment that is close to the real;
- Improving the interaction between schools, services, volunteers and children;
- Increasing the capacity of children to deal with emergencies.

Main points of weakness

- Not all have the same opportunities for organizing events. Structures in small settlements have fewer resources and staff to take part.

Part I: General information about the selected tool

Denomination/Title of the tool

Conducting thematic meetings in schools with police officers, firefighters, rescuers and cyber security experts

Year of production

2016

Language/es

BG

Country of production

Bulgaria

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 / first aid

☐ 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 - practical and theoretical trainings**

General aim of the tool (selected as many as appropriated)

☐ Training for volunteers

☐ Training for school teachers

☐ Training for school staff

☐ **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

☐ **Wildfires**

☐ **Urban fires**

☐ **Health disasters**

☐ **Other –cybersecurity and personal data protection, reactions in case of street violence, robbery and frauds and attacks by kidnappers and thieves.**

Brief description of the tool

Annual program of the Society and Safety Foundation and TUFEMI, which is implemented in schools on the territory of the Sofia district. MoI's officers, who are members of the TUFEMI and who have expressed their willingness to develop their skills for working with children, receive specially prepared materials for this purpose. Visits are organized in schools by requests of teachers or directors. All topics are developed according to the specific needs and ages of the students.

Web address/link

www.ssf-bg.eu

Users/target (selected as many as appropriated)

☐ **Volunteers**

☐ **Civil protection professionals**

☐Pre-primary educators

☐Primary school teachers

☐ Secondary school teachers

☐ University educative staff

☐ Pre-primary kids

☐ **Primary school children**

☐ **Secondary school students**

☐ University students

☐ School staff

☐ General public

☐ **Other (specify) police officers and workers in Ministry of Interior, especially workers in combating and prevention of cybercrimes department**

Editor, Institution or Entity responsible of the production

Society and Safety Foundation

Part II – Analysis of the Tool

Description of the aim of the tool and of its contents

The trainings are developed on the principle of updating children's knowledge and taking into consideration the specific request by the school or teacher. The minimum meetings which police officers, firefighters, rescuers and cyber security experts have with the children are three. During the first meeting and training interactive visualization tools are used and the similarities and differences between police officers, firefighters, rescuers and other professionals with uniforms are identified. The next topic is related to the specific situations in which police officers, firefighters and rescuers can help. Depending on the class / group activity, various visualization tools are used, as well as guiding questions from the speaker. This section identifies the personal children experience (whether they or their friends have been in risk situations and what their reactions were).

The second visit is from a firefighter or a police officer (depending on the interest shown by the children at the first visit) and the third is a cyber-security specialist. During their class visit, the firefighter / police officer are wearing uniforms and the sessions are divided into two parts - a presentation in which the firefighter / police officer shares important facts and information concerning the personal safety of the children. During the second part, children have the right to ask questions and this is also the time when they can get closer and touch the uniform, equipment etc.

The third visit by a cyber-security expert is structured in a similar way - there is a presentation part, which materials are adapted to the age of the children, and the most common internet scams and protection options are presented. In the second part, there is a discussion and all are asked what devices they use, what is the purpose of the using, and thus is the start of the conversation about their personal experiences and personal data protection.

These meetings are always held in the presence of a teacher.

Pedagogical/didactic strategy of the tool

The training sessions's goal is by presenting information about personal safety and protection by experts in MoI, awareness and knowledge among kids to be raised and increased. The second strategic line is to build trust between children and police officers / firefighters /rescuers.

An interactive methods, questionnaires, demonstrations, specially prepared visualization materials are used.

Part III – Assessment of the tool

Main successful characteristics

- Builds trust between children and representatives of security services.
- Provides information about the real threats for children's safety and strategies how to avoid them, but also if they fall in dangerous situation how to cope with it and what their behavior, reactions and response have to be.
- Improves the interaction between schools, security services's representatives, children and parents.

- Increases the capacity to the children for reactions in emergency situations.
- Indirectly, through children, it strengthens parents' trust in security services' representatives and forms attitudes for shared care about children safety.

Main points of weakness

- The Society and Safety Foundation has extremely limited financial and human resources to train and prepare MoI's experts to conductmeetings in schools. At the same time, the interest and needs of teachers and children to participate in such meetings is growing.

Part I: General information about the selected tool

Denomination/Title of the tool

Youth fire brigade "Young Firefighter"

Year of production

1999

Language/es

BG

Country of production

Bulgaria

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 / first aid

☐ 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 - extracurricular activities and sports**

General aim of the tool (selected as many as appropriated)

☐ Training for volunteers

☐ Training for school teachers

☐ Training for school staff

☐ **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 - firefighting sport**

Areas of impact

☐ Natural disasters in general

☐ Anthropic disaster in general

☐ **Earthquakes**

☐ Floods

☐ Tsunami

☐ Volcanic eruptions

☐ Meteorological disasters

☐ **Wildfires**

☐ **Urban fires**

☐ Health disasters

☐ Other

Brief description of the tool

In general, this is an extra-curricular activity or a club of interest that covers children between 12 and 16 years of age. Students undergo special trainings and participate in competitions. This approach combines the disaster response with sport. The disciplines are as close as possible to the professional work of firefighters.

Web address/link

http://sofia-fire.bg/content.php?cat=6&subcat=14&id=66&m=0
https://www.mvr.bg
http://pojarna.com/bg/sections/rabota_s_deca/
https://youtu.be/baX7KM0vtjE
https://www.youtube.com/watch?v=8kl6e541x9g
https://www.youtube.com/watch?v=QTP3Wzx8lmU

Users/target (selected as many as appropriated)

☐ Volunteers

☐ Civil protection professionals

☐Pre-primary educators

☐Primary school teachers

☐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

- **General directorate Fire Safety and Civil Protection;**
- **Ministry of Education and Sciences;**

- **Municipality administrations;**
- **School directors;**

Part II – Analysis of the Tool

Description of the aim of the tool and of its contents

The Young Firefighting Youth Teams is an international movement. In Bulgaria it was restored at the beginning of the academic year 1999/2000 under the control of the Ministry of Education and Sciences (MES). The activity covers the system of pre-school and school education. The main goal of the youth movement is to increase the physical capacity of young people and to develop lasting practical skills and preparedness for the right actions in fires and disasters.

"Young Firefighter" teams are trained and prepared by Fire Safety and Civil protection officers, with the assistance of the municipalities, school directors and educators and under the control of Ministry of Education and Sciences. Admission to the team is voluntarily, requiring children to be between 12 and 16 years of age. An application to the school principal is required and consent of the parents. The construction of new squads in schools begins at the beginning of each school year. As well as an out-of-class form for enhancing the fire-fighting culture of adolescents, youth firefighting units can also function in the form of a freely selectable subject. In this case they receive approval and financial support from the municipalities. The theoretical training of young firefighters is guided by the squad instructors (firefighters-professionals), in the form of lectures and seminars on subjects previously agreed with the ministry. The school principal appoints a pedagogical officer for each unit. The competitive preparation and conducting of the competitions between teams is in accordance with the International Regulations for Youth Firefighting Competitions, issued by the International Commission for the Guidance of Young Firefighters at the International Fire and Rescue Services Association (CTIF).

An attractive side of the youth fire-fighting teams is the rich sports calendar, which includes the holding of local, regional and national competitions, a spring tournament, as well as the Julian Mansarov Autumn Tournament, founded in 2004, in memory of a disciple who died, rescuing his classmates at the bus crash on April 4, 2004 near Lim in the territory of Serbia.

The rules of competitions include elements of combat deployment with firefighting equipment and overcoming obstacles. The teamwork (10 youngsters in one team) is crucial. The first racing discipline "Combat racing" includes four sections. A hose line is built over obstacles; by co-pumping a target is shot with water and then the fire fighters equipment is arranged in a certain order. At the end nodes used in carrying out fire-fighting and emergency rescue activities are performed. In the second racing discipline "400 meters relay obstacle running" simultaneously in two adjacent corridors the teams pass through nine sections with a relay transmission. Three obstacles are overcome - a lath stand, a wall with steps and a wooden partition. In this discipline the construction of an extinguishing line is carried out too. Children also use fire extinguishers. Winners (medalists) are teamed from first to third place in the two racing disciplines, and on the basis of the ranking in both disciplines a team leader is ranked in the overall ranking. The conditions to be met by the members of the youth firefighting teams are: age from 10 to 16 (competitions are only for children between 12 and 16) physical health confirmed by a doctor, to submit an application form to the school signed by a parent. A minimum of 13 students are required to set up a youth fire department.

Pedagogical/didactic strategy of the tool

This is an extracurricular activity or a free choice subject, that combines enhancing of the firefighting culture and promotes the physical activity and teamwork.

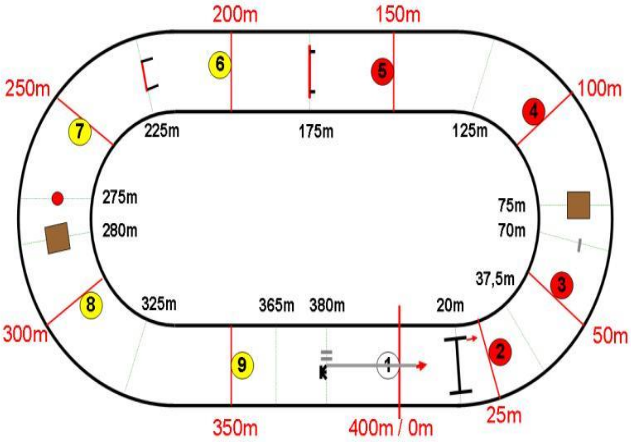
Part III – Assessment of the tool

Main successful characteristics

- Ensures preparation in an environment that is close to the real;
- Gives an extra opportunity for an extracurricular activity or a free choice subject;
- It is competitive - teams can go through different levels of competition - local, regional, republican and international;

Main points of weakness

- This practice focuses primarily on fires. Nowadays there are many different types of risks and threats of disasters. The introduction of disciplines covering other types of disasters can also be considered;
- This is a tool for physical and practical training that does not pay enough attention to theoretical knowledge and prevention;
- This is a sports activity whose ultimate goal is to win competitions rather than to increase knowledge and skills. In practice, physically weaker and non-athletic children lose their ability to participate;



Part I: General information about the selected tool

Denomination/Title of the tool

Youth volunteer disaster response unit Izgrev district (Sofia Municipality)

Year of production

2018

Language/es

BG

Country of production

Bulgaria

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 / first aid**

☐ 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

General aim of the tool (selected as many as appropriated)

☐ **Training for volunteers**

☐ Training for school teachers

☐ Training for school staff

☐ **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

☐ **Wildfires**

☐ **Urban fires**

☐ **Health disasters**

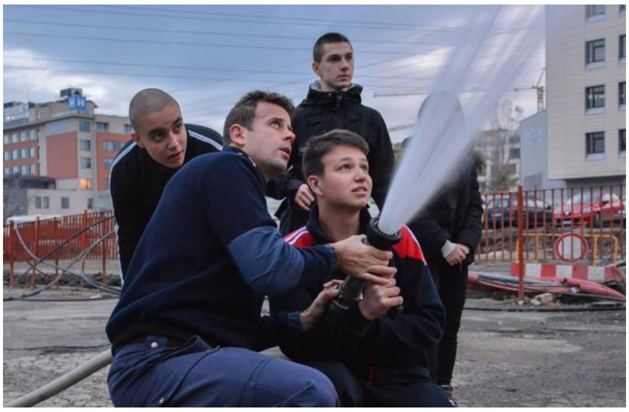
☐ **Other - public transport safety and car accidents**

Brief description of the tool

On the joint initiative of several different institutions in the autumn of 2018 youth volunteer disaster response unit was formed.

Web address/link

https://www.facebook.com/Dobrovolno/



Users/target (selected as many as appropriated)

☐ **Volunteers**

☐ Civil protection professionals

☐Pre-primary educators

☐Primary school teachers

☐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

National association of volunteers in Republic of Bulgaria;

Voluntary unit for disaster response of Sofia Municipality;

Izgrev district, Sofia Municipality;

Center for Educational Initiatives;

Part II – Analysis of the Tool

Description of the aim of the tool and of its contents

This is a very interesting example of good practice in working with children. Here we are talking about a multi-component interaction between several different institutions, volunteer organizations and schools, who only managed to create a new student squad only for 1 month. General Directorate Fire Safety and Civil Protection, Sofia Municipality, The district of Izgrev (Sofia), National Association of volunteers in Republic of Bulgaria, Voluntary unit of Sofia Municipality, few schools and Center for Educational Initiatives took a part into the initiative.

At the beginning of the 2018/19 school year, a meeting was held between representatives of the listed organizations, in which the Mayor of Izgrev District presented his idea of creating a youth squad of students from the area to be trained, equipped and prepared for disaster response. The following steps were taken:

- In October volunteers from the voluntary unit of Sofia Municipality and firefighters made visits to all schools and classes in the area (10, 11 and 12 grades - according to the Bulgarian legislation, children over 16 can be included in such teams). At these meetings they made demonstrations and presented the idea of the students and their teachers;
- At the beginning of November, the students asked for the necessary papers and consents from their parents;
- The Center for Educational Initiatives developed and provided a web-based learning platform for the needs of the Volunteer’s Association. It has facilitated access to educational content for volunteers in the country;
- The theoretical preparation of the children was passed through the use of the on-line training platform developed by CEI and uploaded by the association, which allowed it to be carried out absently and without disturbing the learning process;
- Practical trainings were provided by the General Directorate Fire Safety and Civil Protection in one of the fire stations;
- On December 5, 2018 (International Volunteer’s Day), an official opening of the squad was organized by conducting a school evacuation and demonstration in one of the schools where part of the children studied. A team of fire fighters and other voluntary squads also took part in the training, but with the emphasis and the most important role of the youth team;
- The unit was formally registered like a youth section into the voluntary unit for disaster response of Sofia Municipality;

Pedagogical/didactic strategy of the tool

The chosen approach generally chooses the strategy of building a community of students from several schools that have no formal relationship with each other except their geographic proximity and location in an administrative district of the capital. One of the schools is characterized by predominantly roma composition of pupils, who are often absent, have criminal acts or come from socially disadvantaged families. Their involvement in the squad integrates them into a community of students (including from very prestigious schools), which provides communication between them without manifestation of racism and discrimination. Also the squad activities take a part of their free time and encourage them to attend their schools regularly.

A community of trained students from different schools has been built, communicating with each other without discrimination and united by a common cause, and the level of security in the area has improved significantly.

Part III – Assessment of the tool

Main successful characteristics

- Extracurricular activity for students from all schools in the area, including for marginalized and isolated groups;
- Ability to use a modern web-based learning platform with interactive methods that is particularly useful and attractive to students;
- The theoretical and practical preparation of the students is increased;

Main points of weakness

- The web-based learning platform contains training materials for volunteers that are designed for adults and there are no adapted courses for children and students;
- A medical check-up for a health condition is required to participate in the unit, which automatically excludes the possibility of participation of children with disabilities or even relatively mild illness;

Part I: General information about the selected tool

Denomination/Title of the tool

Youth volunteer squad of the town of Smolyan

Year of production

2012

Language/es

BG

Country of production

Bulgaria

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 / first aid

☐ 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** - extracurricular activities and a club of interests

General aim of the tool (selected as many as appropriated)

☐ **Training for volunteers**

☐ Training for school teachers

☐ Training for school staff

☐ **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

☐ **Wildfires**

☐ **Urban fires**

☐ **Health disasters**

☐ Other

Brief description of the tool

It is a youth organization to the town of Smolyan, under the control of the regional department of General Directorate Fire Safety and Civil Protection. A head of the unit is the Chief of the regional department of the State Fire Control Department. The squad was founded in 2012, as a result of the project "How Safety Offices Work with Schools" under the Leonardo da Vinci Sectoral Program. The idea is borrowed from the city of Suhl, Germany. Young people between the ages of 15 and 19 can join to the squad, and later may become volunteers or firefighters.

Web address/link

Users/target (selected as many as appropriated)

☐ **Volunteers**

☐ Civil protection professionals

☐Pre-primary educators

☐Primary school teachers

☐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

Regional Directorate Fire Safety and Civil Protection - Smolyan;

Part II – Analysis of the Tool

Description of the aim of the tool and of its contents

The team deals mainly with the training of young people for firefighting, the use of fire extinguishers and the provision of first medical aid. Team members also help with the trainings of the local teams "Young Firefighter" and with the arranging of the competitions. They also:

- Are involved in afforestation of forests;
- Take a part in different activities of the red cross organization;
- Participate in international camps with Jugendfeuerwehr Suhl;
- Train people with disabilities and blind people;
- Work with children with special educational needs;
- Participate in common trainings with the local fire fighter services;
- Take a part as volunteers in organizing the world cup of mountain running.

Pedagogical/didactic strategy of the too

Disaster response training, which serves as a basis and allows entry into the municipal voluntary unit or into the professional fire safety services.

Part III – Assessment of the tool

Main successful characteristics

- Provides opportunities for training in an environment that is close to the real;
- Allows extra-curricular employment;
- An environment of constant interaction with the professional services is provided;
- Very active work for people with disabilities;

Main points of weakness

- Lack of e-learning resources through which children can continue to enrich their knowledge;
- Lack of a specifically developed curriculum to be followed - trainings are organized according to the possibilities of the employees;
- Unfortunately, this practice is not widespread, but is a result of the efforts of a specific employee in a particular place;
- There are not enough teaching materials adapted for this age.

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Part I: General information about the selected tool

Denomination/Title of the tool

A training center for teaching children and students to respond to natural and man-made disasters

Year of production

2017

Language/es

BG

Country of production

Bulgaria

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 / first aid

☐ 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** - area for practical and theoretical trainings

General aim of the tool (selected as many as appropriated)

☐ **Training for volunteers**

☐ **Training for school teachers**

☐ Training for school staff

☐ **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

☐ **Wildfires**

☐ **Urban fires**

☐ **Health disasters**

☐ **Other - public transport safety and car accidents**

Brief description of the tool

Built and managed by the Sofia Municipality. Provides theoretical and practical training on modules floods, fires, earthquakes (classroom simulator), chemical or industrial accidents, traffic accidents in urban transport, road safety, altitude rescue and others. It also has two study rooms and a museum. In the training center, students are mainly trained, but also children from kindergartens and volunteers.

Web address/link

www.sofia.bg

АВАРИЙНО СПАСИТЕЛНО ЗВЕНО

Users/target (selected as many as appropriated)

☐ **Volunteers**

☐ Civil protection professionals

☐ **Pre-primary educators**

☐**Primary school teachers**

☐ **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

Sofia Municipality - department of Emergency aid and prevention

Part II – Analysis of the Tool

Description of the aim of the tool and of its contents

The purpose of the training center is to enable children and students from the territory of Sofia to pass the theoretical and practical preparation for reaction to various types of disasters and incidents. Each school can apply to the municipality. Then the students are transported by municipal vehicles to the territory of the training center. Within one day, they pass the theoretical and then practical trainings. The theoretical is expressed in a short lecture by a lecturer and projection of several specially prepared children's films. The practical session consists of passing through several modules, the most important of which are flood, fire, earthquake road safety and incidents in public transport. The children undergo through a special classroom simulator that simulates a 9th-degree earthquake under controlled conditions and CCTV. The training center is located outside the city in the mountain, well organized and ensures the complete safety of the children. There is also a museum exposition of equipment and facilities used by civil protection services over the years to which children can touch.

Pedagogical/didactic strategy of the too

The training introduce the children with various critical situations in which they can get in school, on their way to school or at home, and also what preventative measures to take to prepare themselves in advance. The teachers demonstrate and explain the correct behavior in such situations.

Part III – Assessment of the tool

Main successful characteristics

- Provides opportunities for training in an environment that is close to the real;
- Allows extra-curricular employment;
- Allows teachers to periodically organize additional hours to implement their programs;

Main points of weakness

- Lack of e-learning resources through which children can continue to enrich their knowledge;
- Lack of a specifically developed curriculum to be followed - trainings are organized according to the abilities of the lecturers;
- The training staff is composed of disaster response professionals, but there are no people with pedagogical skills to develop programs and adapt them to different age groups;
- The training center does not have the capability to cover all pupils in the city;

Part I: General information about the selected tool

Denomination/Title of the tool

Information videos for children on disaster behavior rules

Year of production

2016

Language/es

BG

Country of production

Bulgaria

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 / first aid

☐ 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

General aim of the tool (selected as many as appropriated)

☐ Training for volunteers

☐ Training for school teachers

☐ Training for school staff

☐ **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)___________________________

ZEMETRESENIE final cut 02 youtube

Areas of impact

☐ **Natural disasters in general**

☐ **Anthropic disaster in general**

☐ **Earthquakes**

☐ **Floods**

☐ Tsunami

☐ Volcanic eruptions

☐ **Meteorological disasters**

☐ **Wildfires**

☐ **Urban fires**

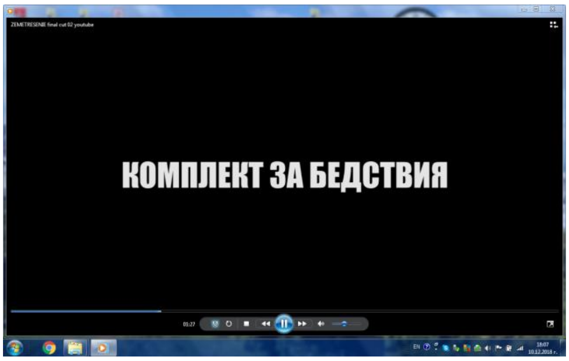
☐ Health disasters

☐ Other -

Brief description of the tool

A series of video clips for children devoted to the main types of natural disasters and related with the rules of conduct and pre-training.

Web address/link



Users/target (selected as many as appropriated)

☐ Volunteers

☐ Civil protection professionals

☐Pre-primary educators

☐**Primary school teachers**

☐ **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

Sofia Municipality - department of Emergency aid and prevention

Part II – Analysis of the Tool

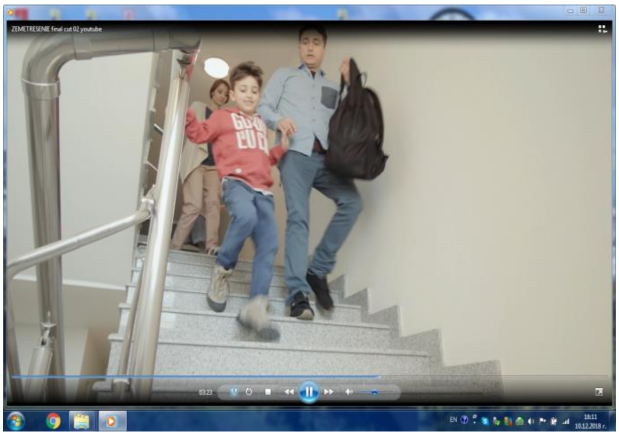
Description of the aim of the tool and of its contents

Through radio and television broadcasting and during the trainings in the municipal training center, information and instructions for behavior in various types of disasters are distributed - earthquakes, fires etc. The videos are targeted at children and students and their families.

Pedagogical/didactic strategy of the too

The goal is to familiarize children with the various critical situations they may encounter and also what preventative measures to take to prepare themselves in advance.The videos demonstrate and explain the correct behavior in such situations.

25m.
EN
18:11
10.12.2018 г.



Part III – Assessment of the tool

Main successful characteristics

- Videos are adapted for children;
- The information provided is easy to perceive by children;
- They are also useful for parents and teachers;

Main points of weakness

- Poor distribution campaign;
- The plot is aimed at a home environment and does not encompass the school - a place where children spend a significant part of their time;

Bulgarian National Report

A. Center for Educational Initiatives Association

We examined a total of 11 good practice examples. Of these, 7 address natural disasters, 1 is related to first aid and 3 address potentially emerging criminal offenses and crimes and child-related risks. The examples examined concern both children and parents, teachers and other expert and school staff, who are directly involved in the topic under investigation. The survey was conducted using the desktop research method, with a total of 6 expert interviews and one common expert task group session.

1. Subject areas covered within the researched categories:

The examined examples include:

- Modern educational tools - e-learning platforms;
- Out-of-class activities and special interest clubs for children who wish to receive further training;
- Tools for enhancing students' knowledge and skills as part of larger-scale campaigns to improve public awareness of different institutions;
- Inclusion of children with disabilities, some with severe mental and physical conditions;
- Interaction between networks of public bodies, NGOs, schools and voluntary organizations;
- Measures applied at different levels - local, regional and national;
- Behavioral advices and strategies for personal safety and security.

2. Main successful characteristics of the examined examples

During the survey, the following most important successful characteristics were defined:

- Positive public attitudes about the usefulness of training and the need to improve the skills of teachers;

- Interactive practical modules, led by young specialists, make the trainings attractive for young students;

- The possibility to access a modern web-based learning platform with interactive methods that allow learners to verify their knowledge is particularly useful and attractive to students;

- Positive image of the fire department, police and volunteers in children's consciousness - building a bond between rescuers/volunteers/police officers and children;

- Performing evacuation as a game could facilitate real-life situations;

- Providing a training environment that is similar to the real one;

- Improving the interaction between schools, services, volunteers and children – ensuring constant interaction with professional services;

- Increasing the theoretical and practical training and, respectively, the capacity to deal with emergency situations that involve children and parents;

- Providing access to additional extracurricular activities or elective subjects, inclusion of marginalized and isolated groups;

- Competitive characteristics - if teams perform well, they can climb the ladder of different levels of competition - local, regional, national and international;

- Active inclusion of people with disabilities;

- Providing an opportunity for teachers to periodically organize additional classes on their elective subjects;

- Videos adapted for children are also useful for parents and teachers; the information provided is easy to perceive by children;

- Providing information on the specific behaviors children and parents should have in order to avoid getting into risk situations;

- Drawing attention to potential risks and threats;

- Improving interaction and enhancing trust between schools, security services, children and parents;

- Potential development of an unified model for the training of children throughout the country, ensuring the development of identical skills and knowledge for personal safety and responses in life-threatening situations.

- Well-designed, developed and structured lessons and methodological instructions and guidance for responsible police officers.

3. Main points of weakness:

- There are not enough teaching materials adapted for this age group;
- Lack of interactivity and gamification in distance learning;
- Lack of electronic learning resources through which children can continue to enrich their knowledge, lack of resources, adapted for children with disabilities;
- Lack of unified curriculum, developed jointly by educators, psychologists, professionals and volunteers to be followed and upgraded, instead trainings are organized according to the capacities of specific lecturers;
- Lack of rhythmical and cyclical activity, activities are erratic and sporadic;
- Not all divisions have the same opportunities for organizing events, especially units in small settlements that have fewer resources, funds and staff;
- The primary focus is on fires. In modern times, there are many different types of risks and threats of disasters. That is why consideration may be given to the introduction of disciplines covering other types of disasters;
- Activities intended for children are primarily practical, with insufficient attention being paid to theoretical training and prevention;
- The opportunities of modern ICT for the education of children and school staff are not being used well;
- There are no adequate measures aimed at children with disabilities as well as acute and chronic diseases;
- Lessons and activities are not foreseen in the curriculum, and extracurricular forms do not guarantee sufficient sustainability and an acceptable minimum of knowledge and skills.

B. Society and Safety Foundation: interviews with representatives of police, fireworks and child inspectors

In the period November - December 2018, interviews were conducted with five Ministry of Interior (MoI) officers. The contacts and conversations with them were realized thanks to the successful partnership between the Society and Security Foundation and the Trade Union Federation of MoI Employees. The interviews were conducted according to a questionnaire prepared in advance with the Center for Educational Initiatives. The most important conclusions from the interviews are:

In fact there is no a common protocol for action. According to the Disaster protection law, the services are united in a Unified Rescue System, but each acts autonomously and according to its own rules. The leading role is for General Directorate Fire Safety and Civil Protection, which performs both disaster prevention and response. Prevention includes classes for children and teachers in kindergartens and schools, and the practical development of evacuation plans for each school building. In case of disasters, the leading priority is to save children's lives. During each shift firefighters follow a specific curriculum and study evacuation plans of buildings, location of electrical panels, gas and water supply, and who are the responsible persons for each school building.

The Firefighters, unlike the policemen, feel much better prepared for disaster response at school - first because of their previously prepared internal protocol and secondly because of the experience they have. There are no common protocols in the Police. The police officers do not know the MoI's crisis plans well, but they have a practical experience and that’s why they know what to do in critical situations. They need more trainings. It is necessary a common protocol for the employees in all services to be prepared, tested and changed (if it is necessary). More joint trainings are needed between different institutions, citizens and children. The Ministry of Education and Science should take part in the development of the protocol, concerning the schools.

The police officers do not know whether there are any plans to respond to man-made disasters - such as terrorism.

Institutions are not well prepared for interaction. Next, citizens are not aware of what behavior to follow in an emergency - how to protect themselves and how to support professional services. There are various initiatives aimed at improving the skills for disaster response or personal protection, but they are sporadic and do not cover all children. Measures aimed to raise the public awareness are extremely ineffective. A very important role for children is played by their teachers. There are no materials that match the pupils' age.

Ultimately, the level of preparedness for emergency response at school is very low. One of the reasons is the insufficient number of human resources or the combination of operational functions with preventive activities and work with children. Also, there are no specialists specifically dealing with children, and on the other hand not all pupils can be covered. Parents and children have an interest in being involved in events to enhance the culture of behavior in critical situations.

In case of crimes involving children, there is an informal protocol of interaction, based on the practical experience of the employees. Such situations are a signal of a school bomb, beating, theft or others. Employees are familiar with the rules of conduct in an emergency at school, but this is mainly due to their self-preparation. The materials they have as methodical instructions for carrying out preventive activities provided by the Ministry of Interior are obsolete and inadequate. Often it happens to be asked to enter schools and to give lectures on subjects that have not been provided with any materials - in such situations they search for online sources of information, entertaining games and lessons, and structure the classes at their own discretion.

All professionals are firmly convinced that the prevention should be the guiding principle, but it is essential to have a common protocol for action. The protocol must be implemented in all schools, and to be developed jointly by all relevant institutions.

CONCLUSION

The situation that has emerged in the reports of the countries involved in the NHDPlay project is clearly very articulated. The comparative analysis of such different situations makes it possible to highlight the excellences, some shortcomings, but also some homogeneity between Italy, Greece, Spain and Bulgaria with respect to training and disaster prevention activities. However, it is interesting to note that there are some particularities that are interesting in a comparative perspective. in particular, the comparison between some determining aspects of the reports, allows to outline some guidelines that can be followed in the continuation of the work. For example concerning Italy, we can underline that on the topic of natural or human-made disasters, attention has grown in the last years. In fact, most of the tools described have been recently produced. Or it has been updated in recent years. Furthermore, it is possible to observe that the selected instruments are very different each other. Today, there are a lot of tools that exploit all the different possibilities of approach to the beneficiaries of training and information transfer. Concerning the second part of the Report, we could underline that in Umbria Region, situated in the center of Italy, there is a deep attention on the topic of training in the field of disasters. This derives from the fact that central Italy is often affected by natural events such as earthquakes. From the answers of the interviews, it emerges that after the last earthquakes, the training of school staff on the topic of disasters has grown considerably.

Regarding the Greek Report, the most interesting aspect concerned the tools. In general, the selected tools are well structured and presented and could be useful as source of info concerning natural – human disasters such as: earthquakes, volcanic eruptions, floods, wild fires and the related phenomena e.g. tsunamis. The topics are well described taking into account the worldwide experience, scientific knowledge and lessons learned. The scientific adequacy of the above web tools is at high level because of the accuracy of data, the use of valid and reliable guidelines and appropriate analysis of protection actions. Furthermore, the majority of the web tools have been produced by academic institutions, national authorized organizations or even national authorities. The pedagogical approach is sufficient for the target groups of users. More specifically the relationship of quality and quantity of selected tools is very sufficient, and very close to the aim of the development of web tools. It is essential that the students might be informed by some units and after that learning procedure they should complete an action plan at personal, family or school level based on what has been learned. The design of websites is friendly and useable for the users. All selected civil protection web tools have proper and familiar to the kid’s activities, such as: games, videos, cartoons, interactive units with heroes, answers to frequently asked questions. The above educational units are attractive and well-presented. The majority of the web tools are not only focused on earthquakes, floods and wildfires, but to other natural, human and technological disasters. Two of the proposed tools (ie. RACCE project and Imeakia-"Dancing Earth" have received EU awarding with the first chosen for participation at the 4th EU Civil Protection forum in 2013 and the second nominated with the “2011 Best Children’s Online Content” EU award. A disadvantage of above web tools is that there is not a clear procedure of feedback or evaluation. Few of the tools are addressed to disabled groups of people. Only few of the web tools are multi-language.

In Spain, the question of the security of the population over the last decade has become more and more relevant. Population lives under constant threat of natural and human-instigated disasters. During the analisys emerged that there are a lot of interesting point releted to the activities of experts. 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.

Regarding the Bulgarian situation, we could underline the following most important successful characteristics: positive public attitudes about the usefulness of training and the need to improve the skills of teachers; Interactive practical modules, led by young specialists, make the trainings attractive for young students; The possibility to access a modern web-based learning platform with interactive methods that allow learners to verify their knowledge is particularly useful and attractive to students; Positive image of the fire department, police and volunteers in children’s consciousness - building a bond between rescuers/volunteers/police officers and children; Performing evacuation as a game could facilitate real-life situations; Providing a training environment that is similar to the real one; improving the interaction between schools, services, volunteers and children – ensuring constant interaction with professional services; Increasing the theoretical and practical training and, respectively, the capacity to deal with emergency situations that involve children and parents; Providing access to additional extracurricular activities or elective subjects, inclusion of marginalized and isolated groups; Competitive characteristics - if teams perform well, they can climb the ladder of different levels of competition - local, regional, national and international; Active inclusion of people with disabilities; Providing an opportunity for teachers to periodically organize additional classes on their elective subjects; Videos adapted for children are also useful for parents and teachers; the information provided is easy to perceive by children; Providing information on the specific behaviors children and parents should have in order to avoid getting into risk situations; Drawing attention to potential risks and threats; Improving interaction and enhancing trust between schools, security services, children and parents; Potential development of an unified model for the training of children throughout the country, ensuring the development of identical skills and knowledge for personal safety and responses in life-threatening situations. Well-designed, developed and structured lessons and methodological instructions and guidance for responsible police officers.