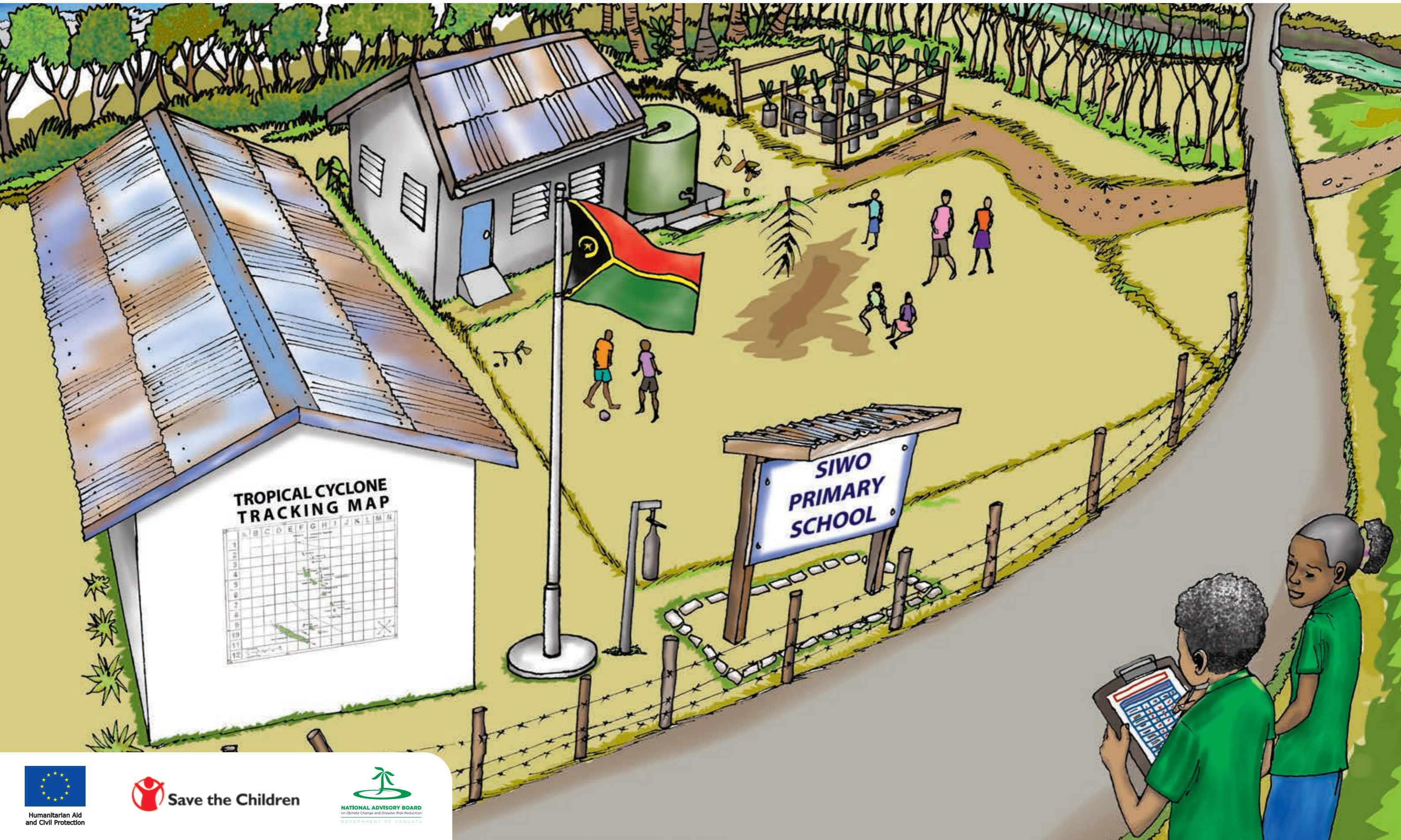


# School Disaster Management

A child-centred approach to School Disaster Management activities in Vanuatu schools



# Introduction for Teachers and Facilitators

## Welcome!

This flipchart is a tool that can be used to help guide your students (and you) through some activities that will contribute to the safety of your school from natural hazards.

Throughout this flipchart the term 'natural hazards' is used instead of 'disaster'. Natural hazards are something we can't control but how we prepare for and respond to them is something that we can change. With careful planning and ongoing action, you can make sure that even when natural hazards occur, they won't become disasters within your school or community.

The activities in this flipchart form one part of Save the Children's School Disaster Management framework. In order for your school to be properly prepared, these participatory activities should be undertaken along with the various assessments and preparations outlined in the School Disaster Management Handbook and Planning Toolkit.

## How to use this flipchart

First, sit down and read through each of the activities and become familiar with the aim of each activity, the materials required, and the ways in which each activity might need to be changed to suit your class.

To run a session with a class you should prepare the materials you will need ahead of time. Also, plan out how long you think you will need to complete each of the steps listed within the activity.

Place the flipchart with the picture facing out towards the students, so that you can easily read the notes on the other side.

## Make it fun and inclusive

The activities have been designed to encourage the **active participation of all your students**. There are some important lessons to be learned but this will happen by students being involved and enjoying being a part of the activities.

You should create an environment where students feel comfortable to explore the ideas, ask questions and make their own discoveries.

In times of emergency, everyone needs to know they are safe. **Make sure that the individual needs of everyone in your class/school/community are considered when making your plans.**

## Tips for running an activity

The following 'rules' are a suggestion only. You can add, delete or change them as you need to make the session work in your class.

- Prepare materials ahead of time.
- Make a timetable for each step.
- Include all students.
- Make it fun.
- Know what the key outcomes and learnings should be so that you can steer students towards these.
- Some activities will require students to move around the school grounds. Ensure they remain within the school limits and do not enter dangerous or restricted areas.
- Allow everyone to express their ideas but don't let incorrect or misleading contributions confuse the group.

## Variations

The base activities should be appropriate for students in the Grade 4-6 range but some variations may be required to ensure their suitability across the broad range of school age students.

Within the activities the following abbreviations are used as suggestions for how the activities can be altered for different age groups:

- HS: increased complexity for High School students.
- JSS: slightly more challenging for Junior Secondary School students.
- PS: simpler versions for Primary School students.

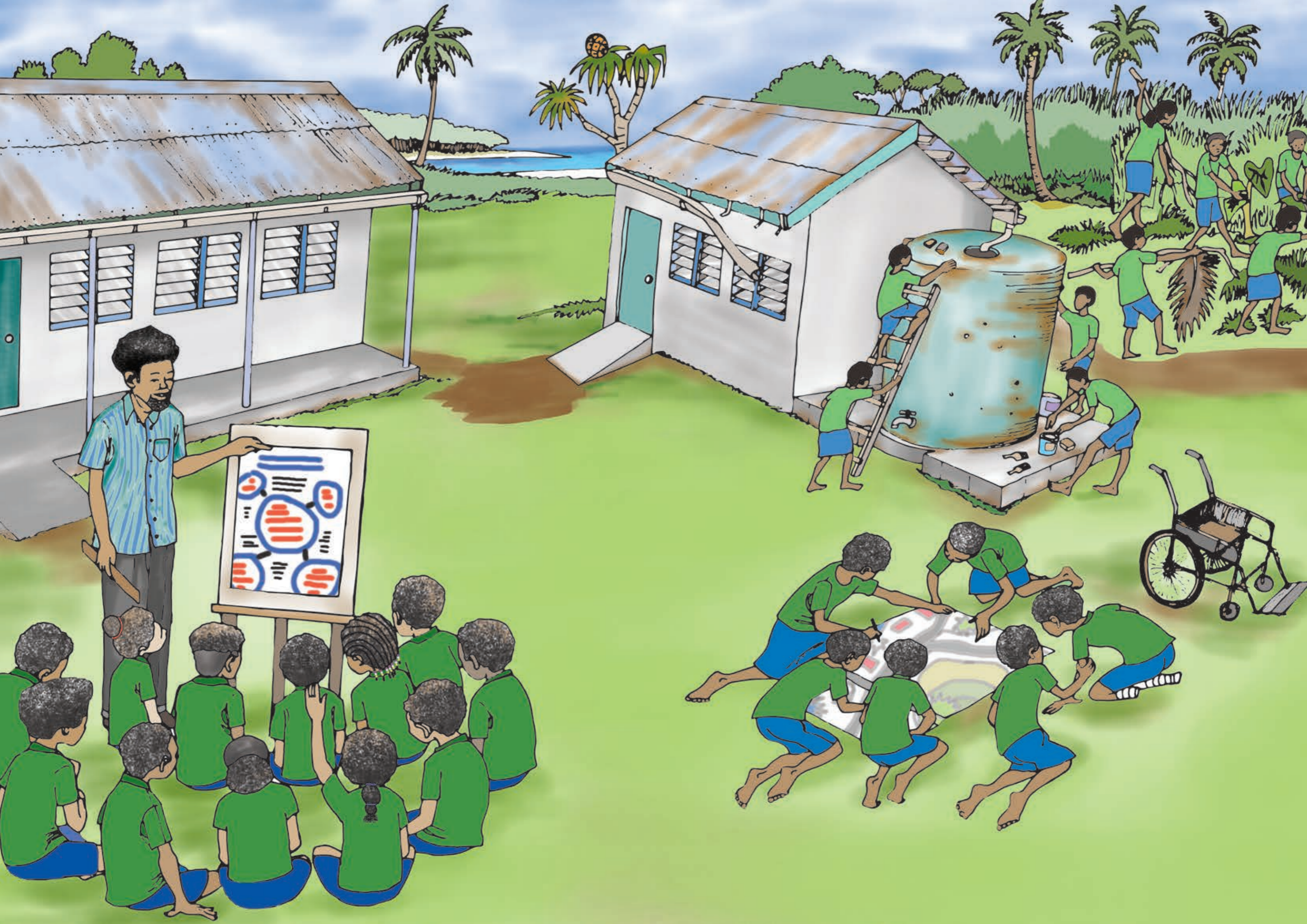
## Community Outreach:

We all know that children are our future and that is why it is especially important that they have an understanding of natural hazards and their potential impacts.

Once they have this knowledge though, they can also be powerful drivers of change in their communities, both now and in years to come.

To make the most of this, many of the activities place an emphasis of taking what has been learned, discovered or planned, and sharing it with all members of the surrounding community.

If given the opportunity, students will take great pride in being able to educate their elders and peers, and in doing so they may just help to save someone's life.



# Activity 1: Raising Awareness of Key Messages Through Songs and Stories

## Themes:

Assess and Plan  
Reduce the Risks  
Prepare to Respond

## Aim:

To increase the awareness of students and their communities of the need to assess, plan and take action before disasters to reduce their impacts.

## Materials:

- Copy of the *Public Awareness and Education for Disaster Risk Reduction: Key Messages for Vanuatu* document
- Any available musical instruments or any items which can be made into an instrument.
- Any found materials like glue, pencils or markers to make items that will help with your storytelling

## Step 1:

Discuss with children what **simple messages they know about safety and hygiene** (e.g. washing hands after using toilet, brushing teeth, taking care in the kitchen or garden and being careful around cars).

Discuss with children why it is important to raise awareness about what to do when natural hazards happen.

## Step 2:

Read through the 'must do' **All Hazards Key Messages** (bold print). Discuss the things that have to be done no matter what the hazard is. Discuss the details so that students understand.

As you read through the messages, ask students to be sure to select at least 2 messages from each section: Assessment & Planning, Physical and Environmental Protection and Response Capacity and **write these up on the board**. (Be sure to use the key messages as the primary reference, as these are based on evidence, agreed upon by experts, and not made up!)

## Step 3:

Place the children in groups of 4 or 5.

Use the key messages that you selected and wrote on the board, and ask the children to **use the messages to write a song or story**. The song can be a familiar tune from your school, church or village, or one they make up.

Ensure you give them enough time to practice.

## Step 4:

Invite each group to perform their song or tell their story to an audience of younger children or at a school assembly. Ask the other children to **identify which hazard the song was about and what actions they learned to take for that hazard**.

## Variations:

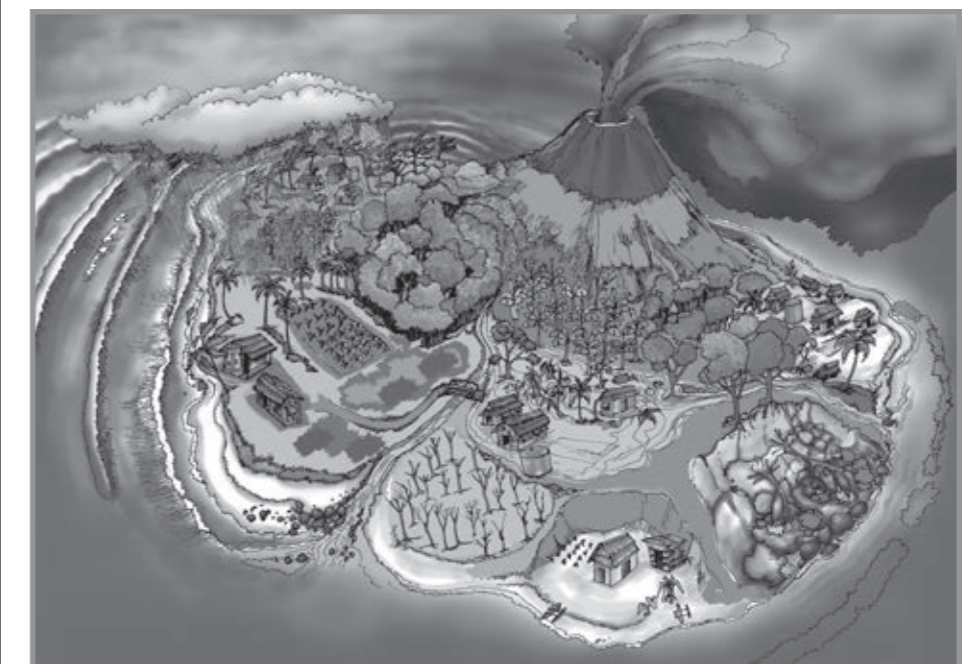
**HS:** Encourage children in different groups to make a song using some of the key messages for different hazards that you face. This can be done by different classes or by the same class over many weeks.

**JSS:** Select the best song or story and get the students to continue improving it until it is as good as it can be. Add some more instruments or turn your story into a play with actors.

**PS:** Give children 3 to 5 key messages that you have chosen to use in their song or story.

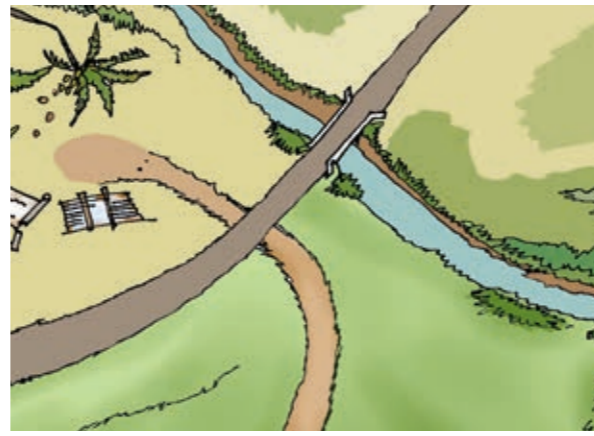
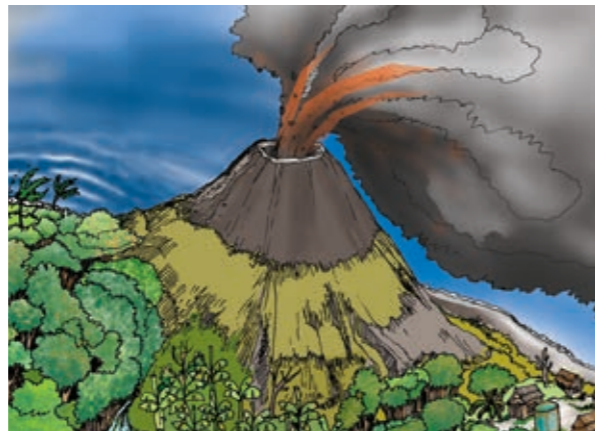
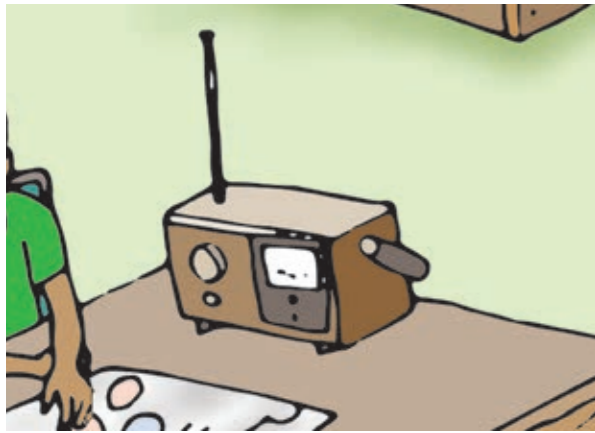
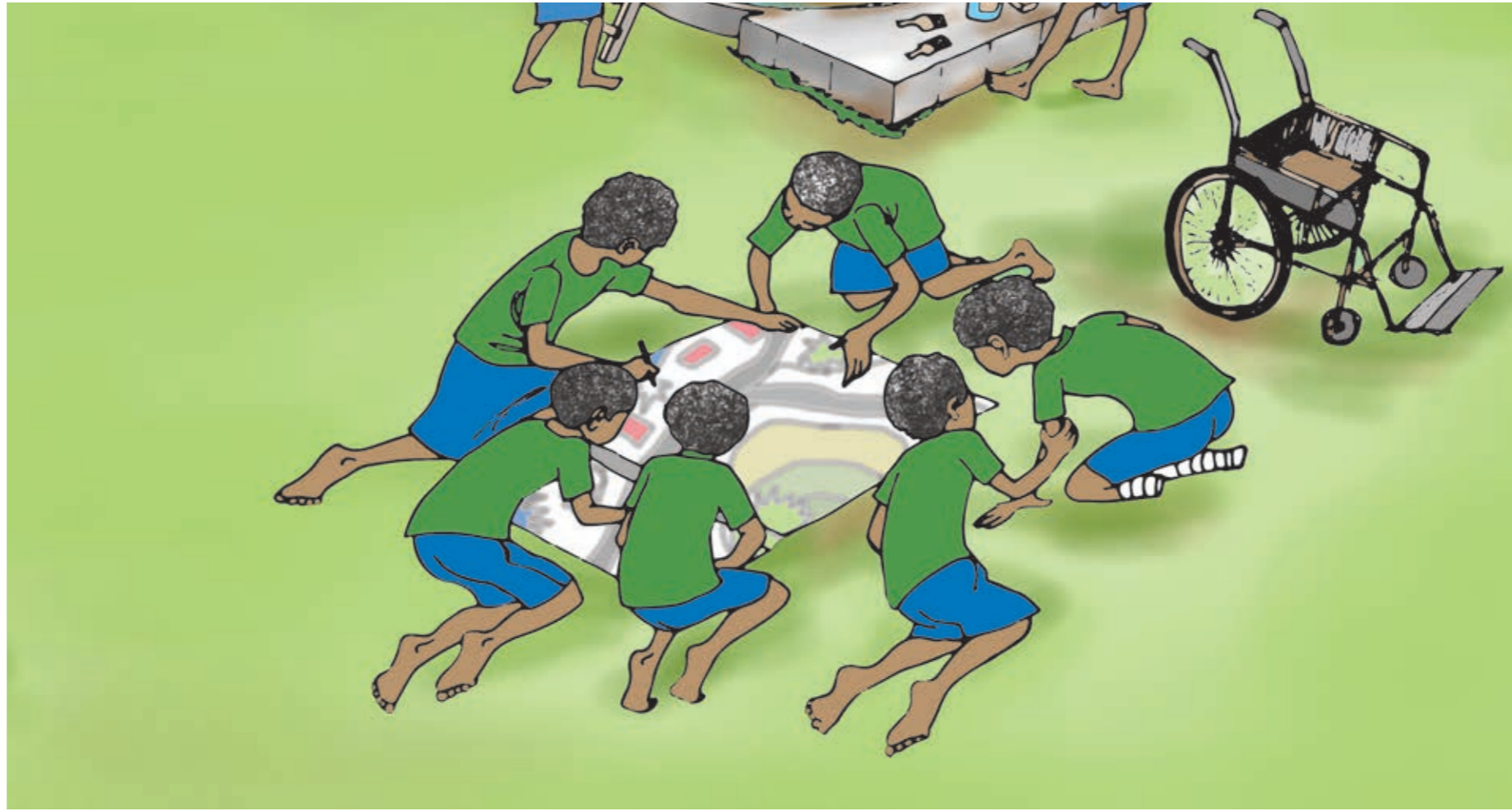
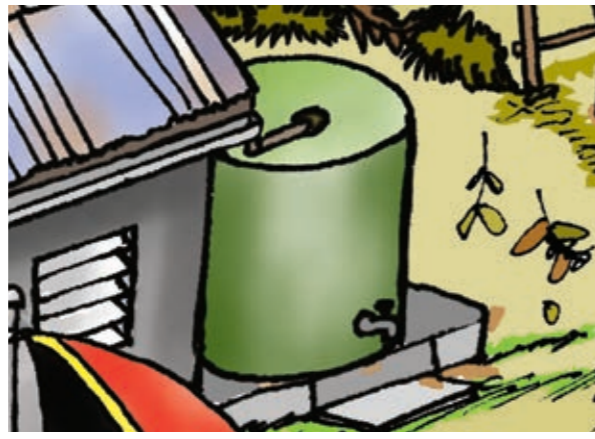
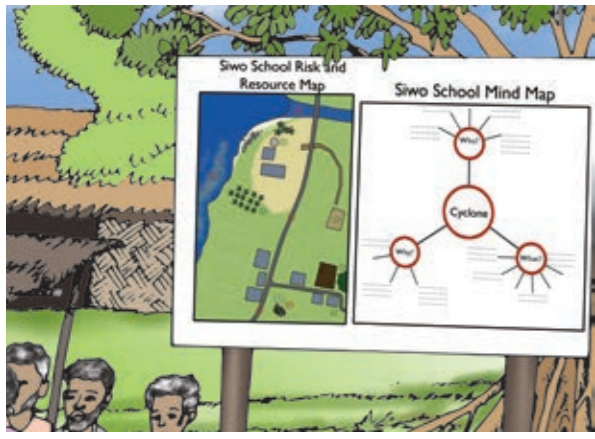
## Community Outreach:

When the children are confident enough, invite members of the community to listen to their songs or stories. Be prepared to help record these songs and stories. Encourage adults and children to ask questions and discuss ideas they have on preparedness.









# Activity 3: Risk Reduction Action Planning - Mind Map

## Themes:

- Assess and Plan
- Reduce the Risks
- Prepare to Respond

## Aim:

To think about dangers at school, and develop specific solutions to reduce them.

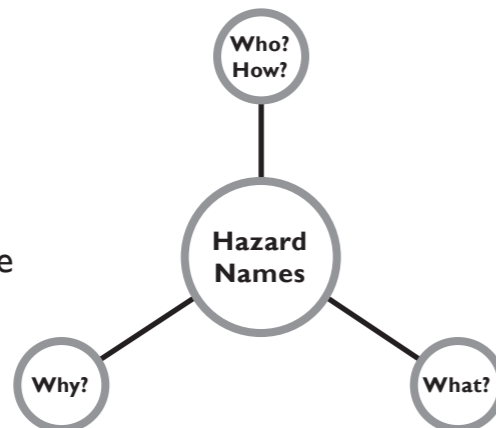
## Materials:

- Risk and Resource Map made previously
- Blackboard and chalk or large pieces of paper (1 per group) and markers

## Step 1:

In the middle of the blackboard draw a circle with the names of two or three of the most serious dangers that threaten the school (e.g. cyclone, flood, earthquake, tsunami, volcano). Around the circle draw a line to three more circles asking:

- Who and How?  
(can be affected)
- What?  
(can happen and what are the unsafe conditions)
- Why?  
(what are the causes).



## Step 2:

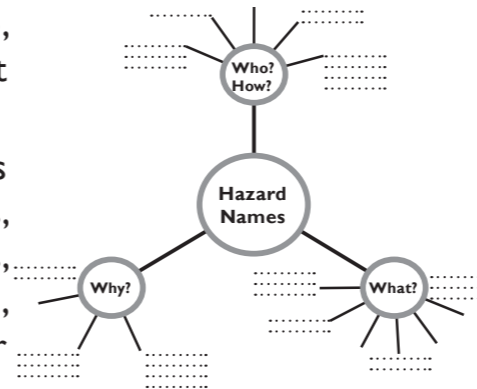
Ask the group to **talk about the impacts of each hazard**. As they share their ideas, write their answers on the lines next to the circles.

Use the Risk and Resource Map to help remind students about what there is in their community.

## Step 3:

Now ask children in small groups to discuss each of the impacts, and **what can be done to reduce these dangers?** Ask children to think about:

- Who has the knowledge, skills and resources that can help?
- What improvements are needed to buildings, things in buildings, infrastructure, environment and other solutions.



Invite children to share their ideas. Using a different color, write these in next to the problems.

## Step 4:

Ask the children to come up and **place a star next to the ideas that they think can be done**. **Who can the children approach to help?** Challenge children to think about **what else** the school and community can do together to reduce these dangers?

## Variations:

**HS:** Small groups can work on different hazards on large paper and come up with a list of actions for disaster risk reduction. Be sure to add the ideas to the school risk reduction plan and share them with your community!

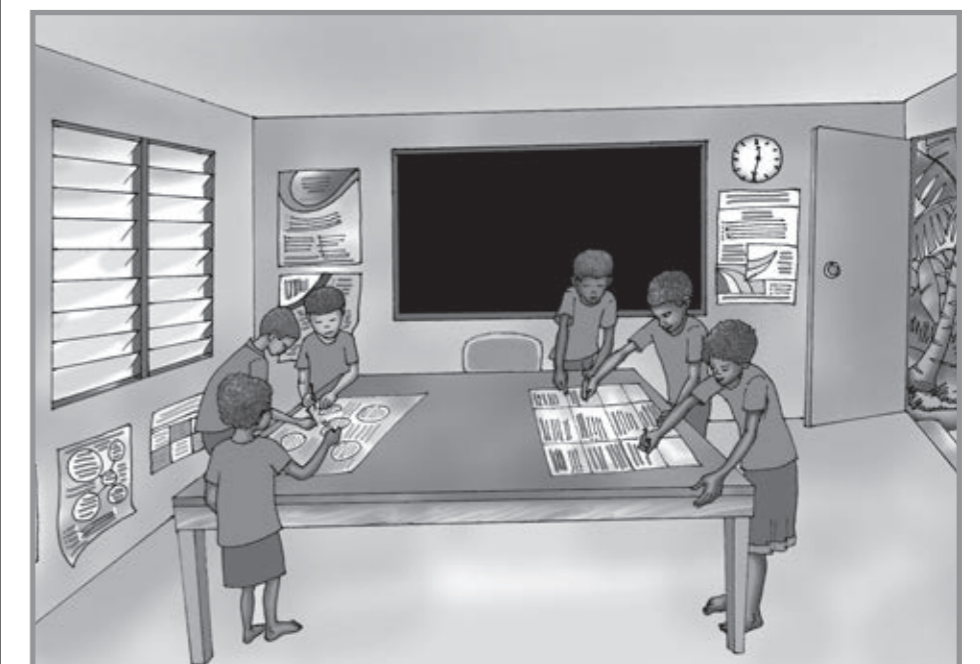
**JSS:** Let the children focus on a mind map for one area of the community, such as near the sea, or near the school.

**PS:** Choose just one hazard and have a list of pre-written cards with different community members, places and outcomes. These cards can be used to help prompt younger students through the exercise and can be stuck onto the board or pieces of paper.

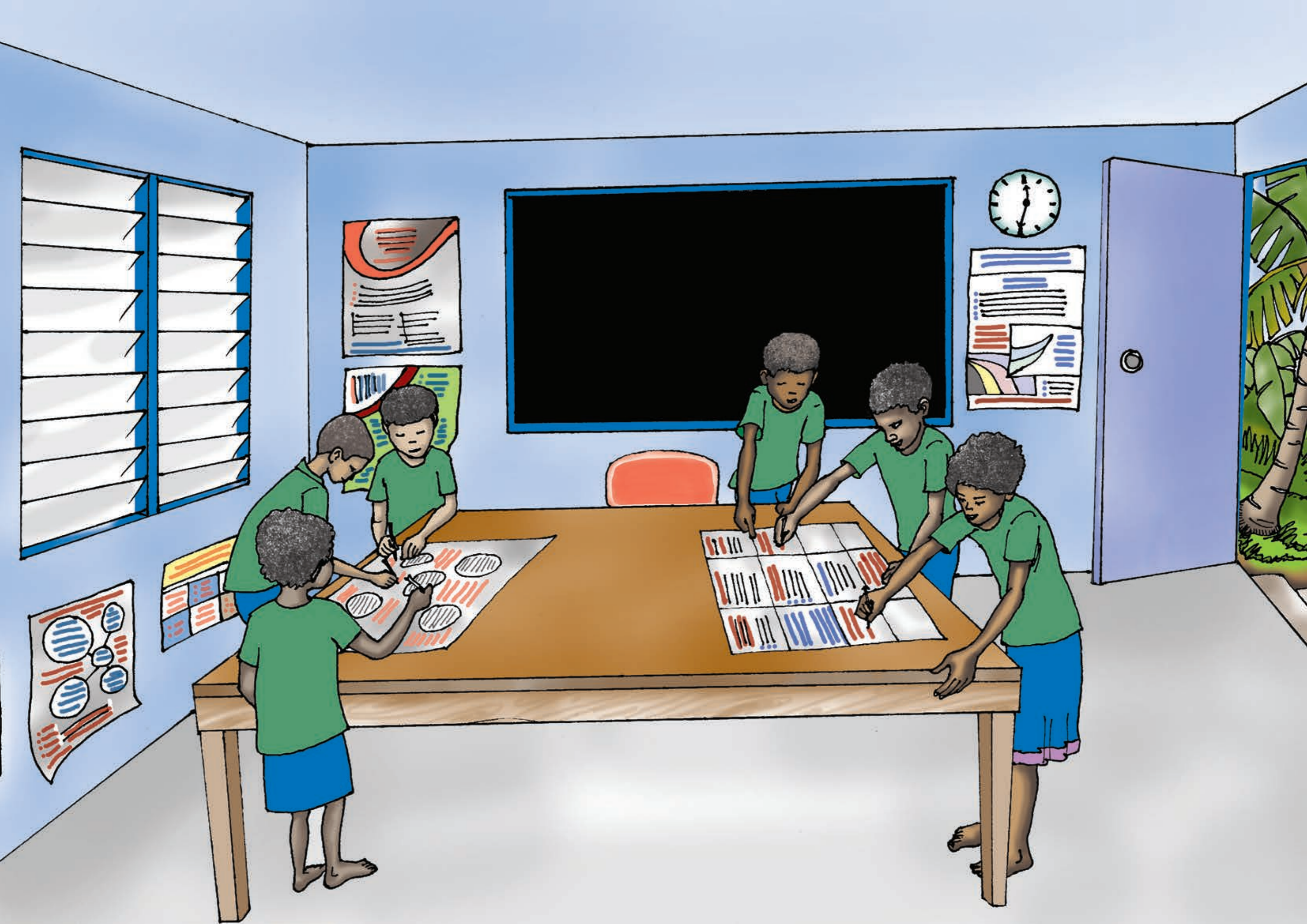
## Community Outreach:

Let the children present their action plan to the whole community and ask for support in carrying out any changes.

It is important to update the risk and resource map when the actions are carried out so the community can see the positive changes which are happening.







# Activity 4: School Building Safety

## Themes:

Reduce the Risks

## Aim:

To use teamwork, observation, checklist and reasoning to identify problems and solutions.

## Materials:

- Blackboard and chalk, or large pieces of paper and markers

## Step 1:

Explain that in an earthquake or cyclone, a building is shaken back and forth by ground motion or strong winds. Proper construction and maintenance can help buildings resist these forces without collapsing. This is an example of **Structural Safety**.

Using the building you are in as an example, ask students to find parts of the classroom that are structural. These might include:

- Timber roof beams or upright posts
- Iron roof sheets
- Concrete floors
- Cement block walls

List all of the structural elements that you identify on the blackboard or piece of paper under the heading “Structural”.

## Step 2:

Also talk about what other things there are, either in, or on the buildings that might cause damage or injury during hazards. These are examples of **Non-structural Safety**.

Again, using the building you are in as an example, ask students to find parts of the classroom that are non-structural. These might include:

- Glass louvre or timber board windows
- Furniture such as shelves, tables or cupboards
- Equipment to put out fires (extinguishers or bucket of sand), as well as any fire risks (stacks of paper or wood)
- Electrical wiring and lights
- Unsecured gas bottles
- Clear and easily accessed evacuation path
- Loose, broken or missing gutters and water tanks.

Add all the things you identify to your list under the heading “Non-structural”.

## Step 3:

Next to each item on your *Structural* and *Non-structural* lists, add a column titled “How”. Ask students to think about **how that item may cause injury or damage**. Can it fall down and block exits? Is it heavy or sharp and will cause injury if it hits you? Can it start a fire or provide fuel to one? Will it be picked up by strong winds and become dangerous? If it breaks will the building still be safe?

Try to think about all the different hazards that you might face and write down **how these different structural and non-structural elements might be affected**.

Add all the group’s ideas to the list within the “How” column.

## Step 4:

Now that you have identified the different structural and non-structural risks, your class is ready to think about **what can be done to reduce these risks**.

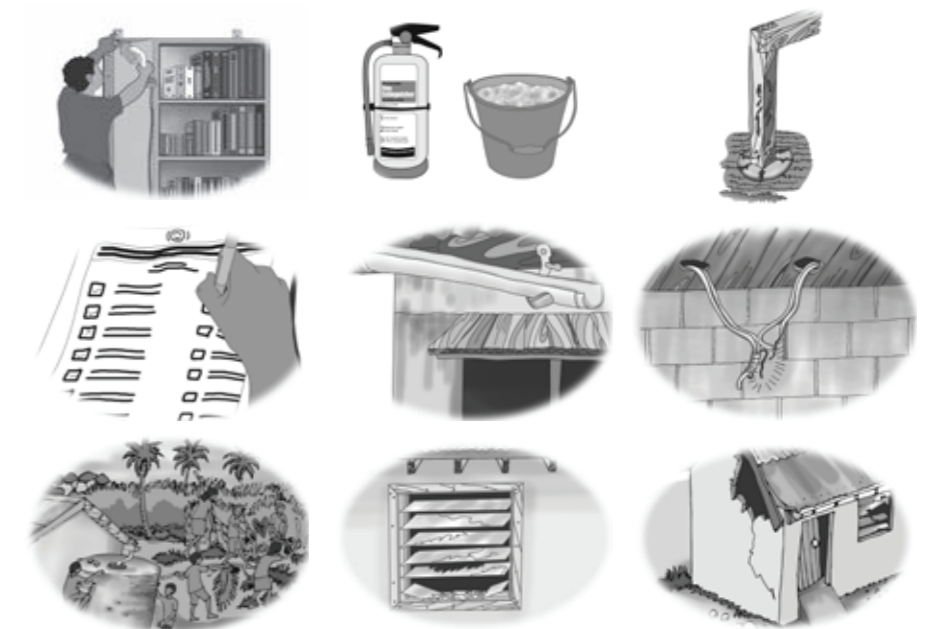
Add a column titled “What, Who and When” on the right side of your list. Go through the items one at a time and come up with ideas of **what should be done to reduce the risk, who should do it and by when**.

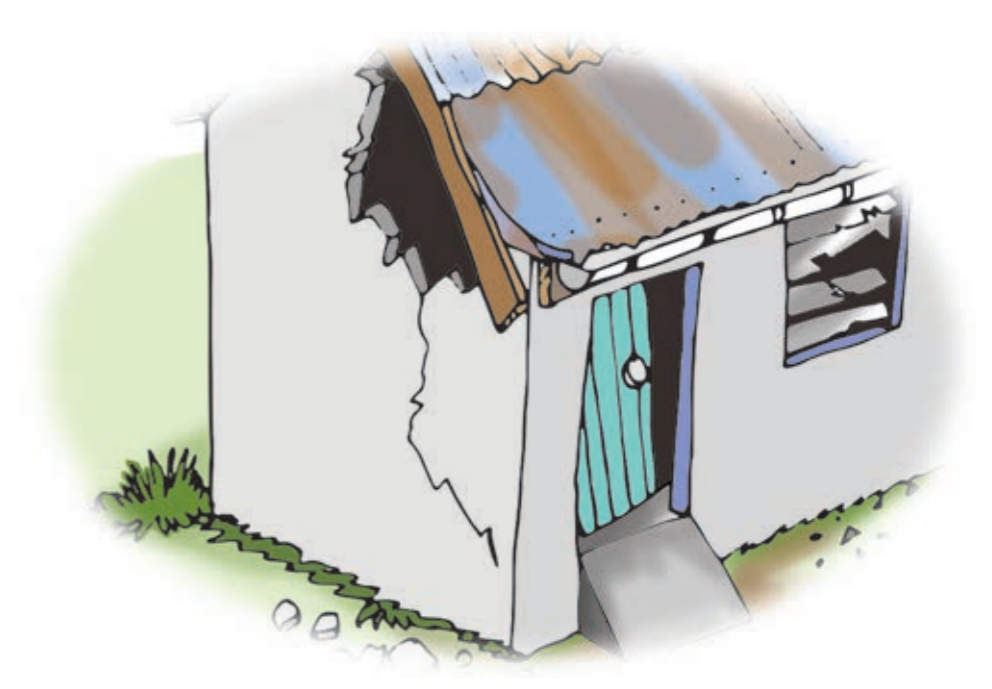
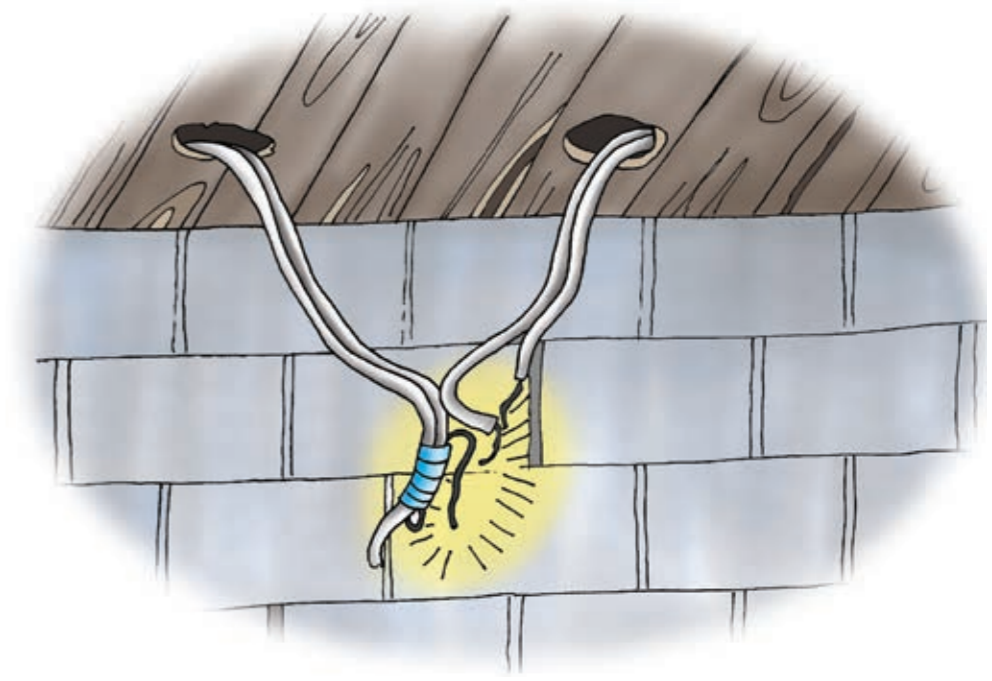
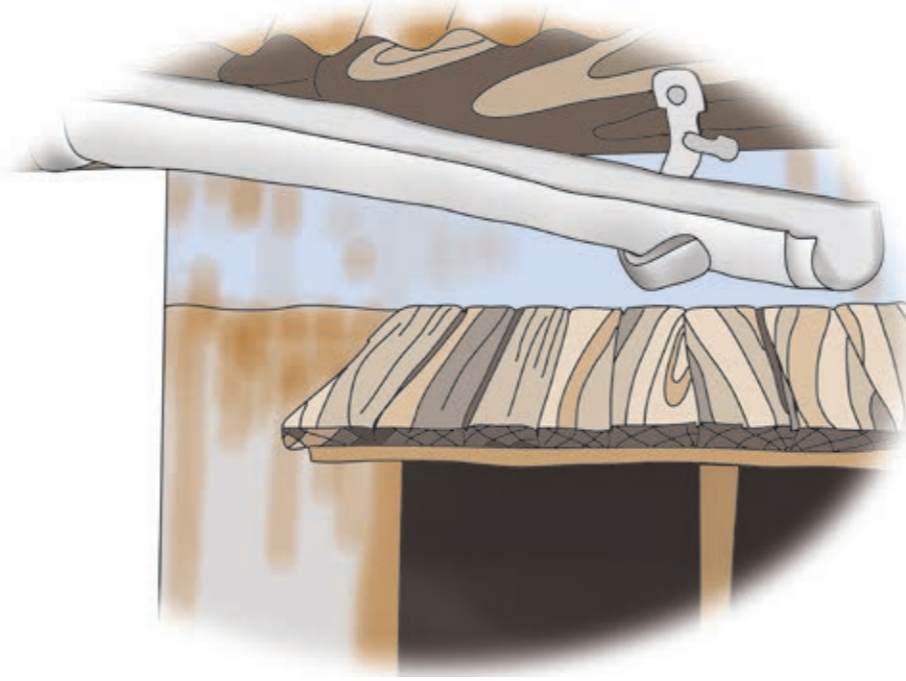
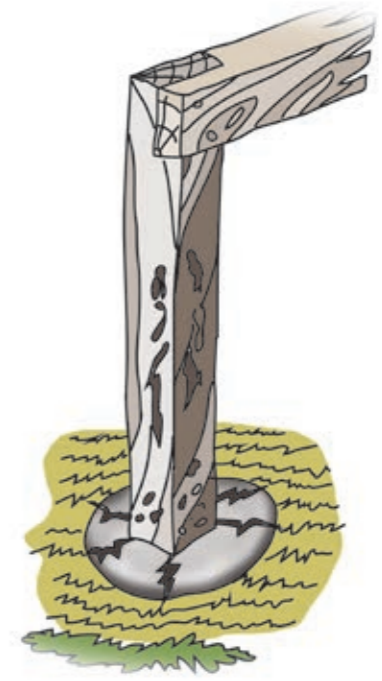
## Variations:

HS: In groups, with an adult, get the students to make the assessments across the entire school.

JSS: Split the class into two groups with each group spending half of the activity time identifying structural risks and the second half on non-structural risks. Come together after to put the two lists together and discuss what to do about them.

PS: Identify in advance different structural and non-structural parts of your building and write these on paper. Help the students to sort these into the correct lists.





# Activity 5: Safety Skills and Rules

## Themes:

Prepare to Respond

## Aim:

To learn and practice standard operating procedures (safety skills) for building and area evacuation, shelter-in-place, safe assembly, lock down, and safe family reunification. And to understand and remember safety rules for earthquake shaking, tsunami, fire safety, flood safety and storm safety.

## Materials:

- **Emergency Decision Tree** from your SDM Resources Folder

## Step 1:

Using the **Emergency Decision Tree**, explain and discuss the six standard operating procedures. **Discuss in general the different kinds of people who may need help.** If there are adults or children at school or home who may need special consideration, ask about and discuss these individual needs as you proceed, so that anyone nearby can provide assistance.

## Step 2:

Teach & practice **BUILDING EVACUATION RULES:**

- **Don't talk** so you can hear the teacher.
- **Don't rush** so you don't get hurt.
- **Don't push** so no one else gets hurt.
- **Don't go back** so you stay safe.
- Take your emergency evacuation box with you.
- One adult at the front and one at the back.
- Check that the exit is safe as you go.

- Exit with a buddy.
- Look to be sure everyone is with you.
- Move directly away from the building when exiting.
- Assemble in designated safe assembly area in areas pre-assigned to each class.

## Step 3:

Teach & practice **EARTHQUAKE SHAKING RULES:**

- When you feel the shaking, move away from things that can fall or slide.
- **DROP** to your knees, on the floor.
- **COVER** your head and neck.
- **HOLD ON** to your cover.
- If in a wheelchair, Duck, Cover your head and neck and Hold on to your cover.
- If outdoors, avoid overhead hazards.
- If in a vehicle, stop and pull over in a safe place, and lie down on the seat.
- After the shaking stops move outside to Assemble and Shelter Outside.

## Step 4:

Teach & practice **TSUNAMI RULES:**

IF YOU ARE IN A TSUNAMI RISK AREA:

- Start counting out loud, when you feel earthquake shaking begin.
- If the earthquake is **LONG** or **STRONG**, then evacuate immediately, away from water, to higher ground. Long is if the shaking is longer than 40 seconds and strong is if the earthquake shaking is very violent and unlike anything in your previous experience.
- Stay there until you are sure that all danger is past.
- Follow any early warning announcements that you receive.

## Step 5:

Teach & practice **FIRE SAFETY RULES:**

IF YOU SEE A FIRE:

- If it is small, put it out with a blanket, a bucket of sand, or a fire extinguisher, by covering the fuel.
- If the fire is bigger than a bucket, sound the alarm, close doors and windows, and get out!

IF YOU ARE CAUGHT IN SMOKE:

- **Get down low, and go go go!**
- Feel any interior doors and if it is hot, do not open it.

IF YOU ARE ON FIRE:

- **Stop, drop to the ground, and roll!**

IF SOMEONE ELSE IS ON FIRE:

- Stop them. Cover them with a blanket and/or roll them on the ground.

## Step 6:

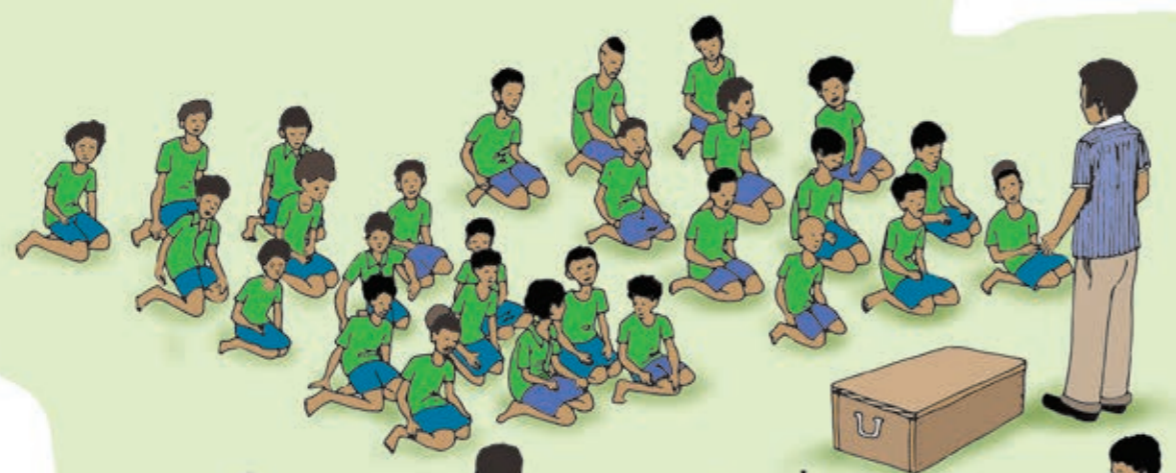
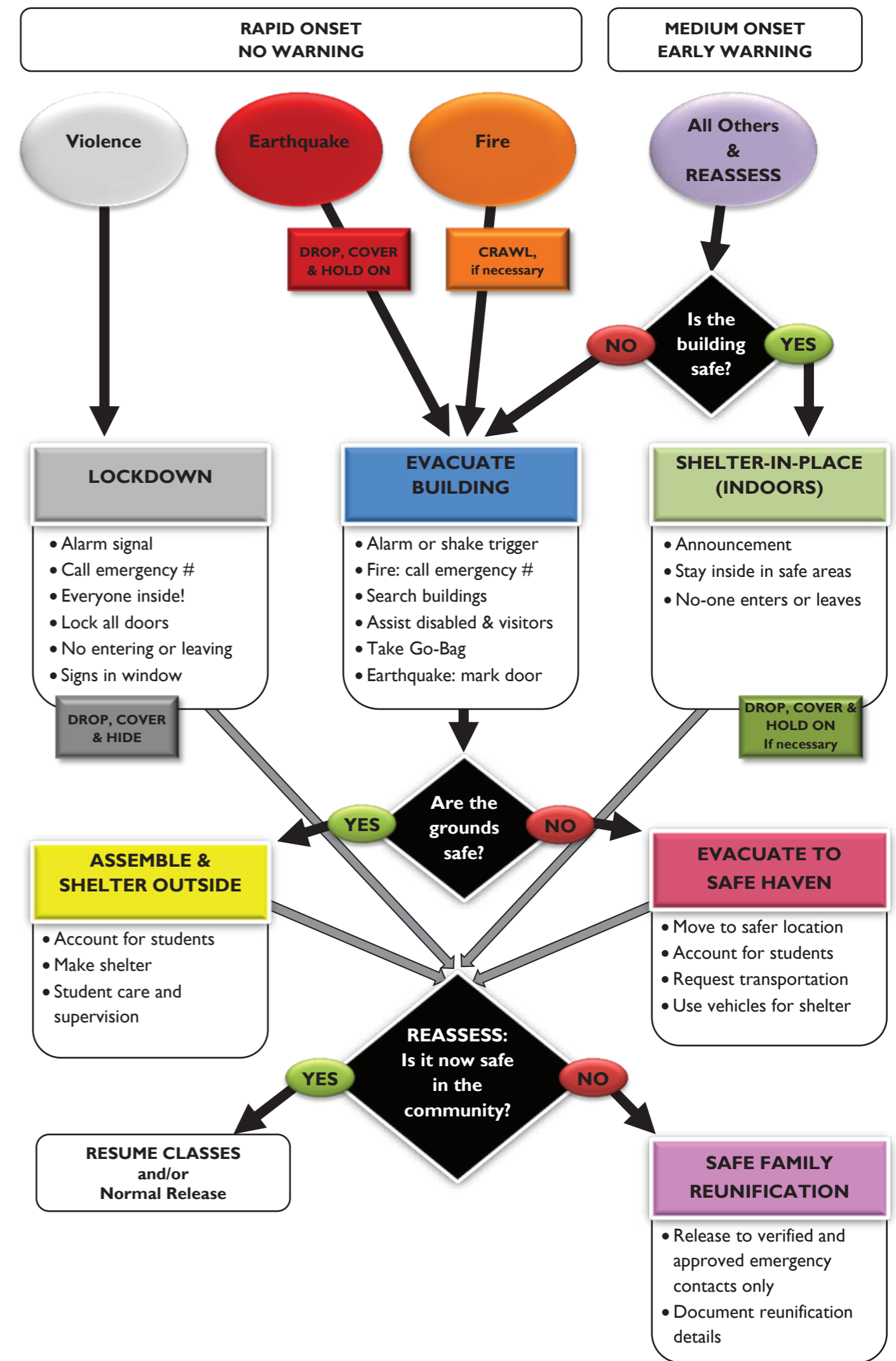
Teach & practice **FLOOD SAFETY RULES:**

SLOW RISE FLOODING:

- **Follow early-warning instructions.**
- **Evacuate to higher ground or shelter-in-place.**
- Protect school records and electronic equipment.
- Evacuate to Safe Haven

SUDDEN SEVERE FLOODING:

- **Evacuate affected spaces and Shelter-in-Place.**
- Take "Go Bag" with supplies with you.
- **Do not enter floodwaters.**
- If you must evacuate, use floatation devices prepared in advance.



# Activity 6: Incident Command System

## Themes:

Prepare to Respond

Plan for Educational Continuity

## Aim:

Using role play to introduce children to the concept of post disaster response organisation, using the Incident Command System (ICS).

## Materials:

- 3 to 12 pieces of cardboard or stiff paper. Something to make a hole on top of each side. String or ribbon to make these into a necklace
- One copy of the ICS necklaces printout
- Glue to stick the printout of responsibilities onto the backs of the necklace signs
- Marker to write the name of the role on the front of the necklace signs
- A large box that students will fill with items they find or make
- Incident Command Systems chart

## Step 1:

Ask children if they have been involved in a disaster and how they felt just after it happened. Explain to children that a post-disaster situation can feel out-of control and chaotic, but that **they can learn the organisational skills needed to make it possible for everyone to be part of the solution** in these situations.

## Step 2:

Create two scenarios that involve a range of tasks that are similar to the kinds of things you may need to do following a disaster. Some examples are below but you should make your own too:

- fetch a bucket of water
- find 10 cups
- set-up a command post (1 table and chairs)
- collect some coconut leaves
- cut a bunch of bananas
- check every classroom for your grade level
- wrap someone's leg with a bandage
- find a grass mat
- create a temporary shade or shelter
- put out an imaginary fire
- count up all the students
- send a message to a different part of the school

Make sure the **two lists are the same in their length and how hard they are to achieve**. Some tasks should be dependent on other tasks having being done first.

## Step 3:

Children should **carry out the first task list in whatever way they choose**. Time how long it takes for them to complete it. Encourage every child to participate if possible, even if they are not very confident.

## Step 4:

Use the Incident Command Systems chart and the description from the ICS necklaces set to **explain the various roles briefly and how they should interact**.

After resetting the supplies to their starting state, ask the children to complete the second task list, **this time using the ICS organisation**. Time how long it takes to complete.

## Step 5:

After this encourage children to review what they did, how long it took, how they felt, why they did certain things and what would they do differently next time.

## Variations:

**HS:** Use the various *Drill Scenarios* in the *SDM Handbook* as the basis for your role play.

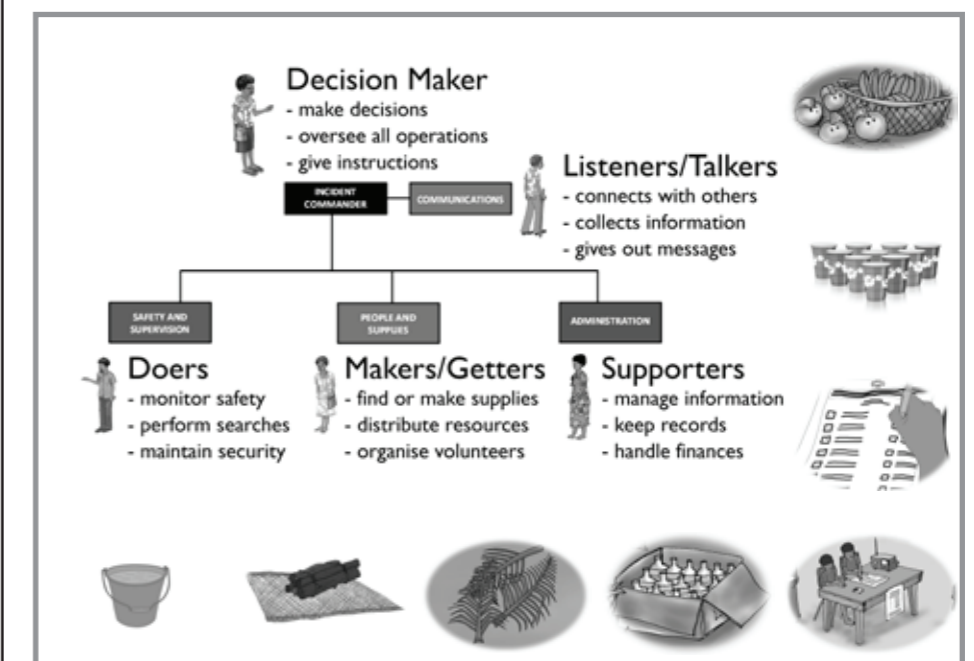
**JSS:** Get children to write their own role play. Encourage the children to do the role play again but swap roles.

**PS:** In small groups guide the children through a mini version of the Incident Command system.

## Community Outreach:

Get the whole community involved in running through the Incident Command System.

**Note: during an actual emergency, only adults should be part of your Incident Command System.**





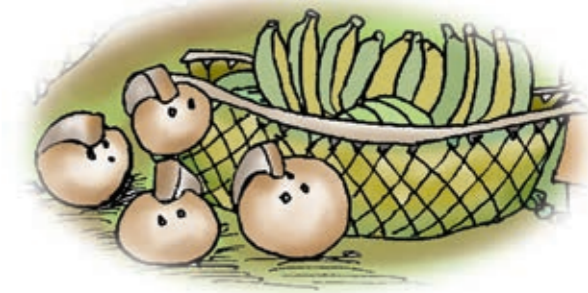
# Decision Maker

- make decisions
- oversee all operations
- give instructions



# Listeners/Talkers

- connects with others
- collects information
- gives out messages



# Doers

- monitor safety
- perform searches
- maintain security



# Makers/Getters

- find or make supplies
- distribute resources
- organise volunteers



# Supporters

- manage information
- keep records
- handle finances



# Activity 7: Family Disaster Planning

## Themes:

Assess and Plan  
Reduce the Risks  
Prepare to Respond

## Aim:

Emphasise the small action steps that families and individuals can take to make themselves, their households and community safer from hazard impacts.

## Materials:

- **Family Disaster Plan Checklist** - 1 per student

## Step 1:

Draw some small footsteps on the blackboard or get the children to practice walking using small steps. Encourage the children to think of the small steps they could make with their families to make sure they are more confident about disaster preparedness.

## Step 2:

Go outside and have the class line up in one long line. Tell the children that you are going to name the hazards they face and to please take one large step backwards for each hazard they face at home as you call them out: flood, cyclone, earthquake, landslide, drought, volcano, pandemic, etc.

**Then ask children if they have taken any steps at home to reduce the risks of or prepare for dangers?** As students mention what they have done, ask them to

take a small step forward and tell any others that have done the same thing to take a small step forward too.

Refer to the **Family Disaster Plan** and mention other steps that they may have taken but not mentioned. Add these so everyone can take a step forward. Congratulate the children for all of the small steps taken so far, and **encourage them to get their families involved in taking more small steps.**

## Step 3:

Back in the classroom, distribute the **Family Disaster Plan** checklist to each student and go through the list to check for understanding, explaining as needed.

Divide children into groups of 5 or 6. Encourage children to practice a role-play of a family meeting ask them to **pretend how they think their parents and family might react.** Give children assistance in coming up with ways to help to engage their families in the family disaster planning process.

## Step 4:

In pairs ask children to each **make a commitment to do one small thing** to help their family be safer. Encourage the children to share with the others. Be sure that their plans are safe, and realistic, or mention the help they may need, and encourage all of the small steps planned.

## Step 5:

When the children have had a chance to discuss the **Family Disaster Plan** at home, ask them how their experience went.

## Variations:

**HS:** Get children to write up what their family has agreed to in their **Family Disaster Plan** and encourage them to swap plans with other children so they can get more ideas.

**JSS:** Break the **Family Disaster Plan** check list into three parts, getting the children to list what their family agreed. Each week focus on one part so that over a period of three weeks they will cover it all.

**PS:** Instead of giving the **Family Disaster Plan** check list to the children, provide them with two or three specific things to discuss about how to keep safe with their families.

## Community Outreach:

Bring the parents and children together to discuss what their plans might include.







# Activity 8: Planning for Educational Continuity

## Themes:

Plan for Educational Continuity

## Aim:

To involve children in planning for educational continuity.

## Materials:

- **Educational Continuity Plan** from your SDM Planning Toolkit
- Notebook or paper to record student's ideas and thoughts

## Step 1:

Ask students if they can remember, or imagine a situation where a hazard or disaster has or could interrupt schooling. Discuss the **impacts on schooling** of these different situations.

Some examples are listed below to help with your discussion:

- Impact from different disasters (flood, earthquake, cyclone, etc.)
- Land disputes.
- Drought or water shortages.
- Lots of teachers being injured or not available to teach.
- Widespread illness throughout the village or community.
- How about if people from other places have to evacuate, and need to share your school, either for education or for shelter?
- What happens if a disaster interrupts school for even longer?

Discuss with children their right to education, and the importance of their education.

Be sure that children are aware of how many school days a year they are supposed to have in order to succeed and complete their education. Are there any extra days already built into the calendar in case severe weather interrupts schooling?

## Step 2:

Discuss with students the different **ways that your school does or could minimize educational disruption** in case of serious hazard impacts.

Find out children's ideas about how easy and how successful these different approaches might be.

Some examples of different ways to keep school going are:

- Catching up lost school days or hours with extra attendance.
- Identifying alternative school locations (community hall, nakamal) and getting permission or making arrangements in advance.
- Different ways of getting the work done, such as studying at home, group learning, catch-up programs during holidays.
- Having older students tutor younger students.

Discuss with students what measures could be taken to protect school equipment and supplies from water or wind damage?

## Step 3:

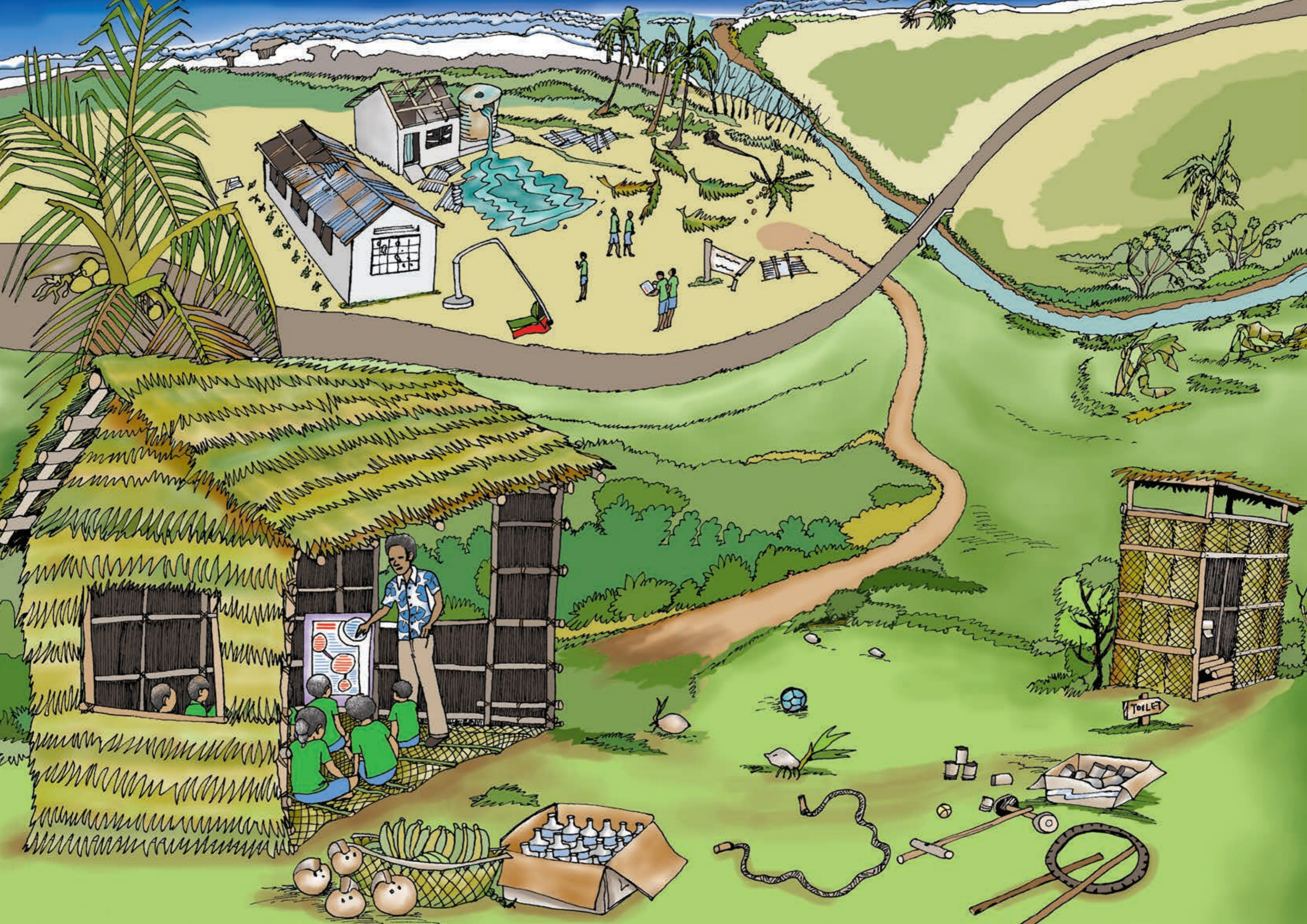
Discuss with students **how your school might recover after a disaster**.

- How could you handle things like clean-up after a flood?
- Or if your school needed to be used as a temporary shelter, what measures would you need to take to protect equipment, supplies and furnishings and what rules would you want to set up?
- If you needed to set up a temporary learning facility, what materials and supplies would you need?

## Step 4:

Discuss with students and **agree upon a plan for how to share their ideas** with the School Disaster Committee, Community Disaster Committee, Chiefs, land owners and any other relevant groups.





# Activity 9: Monitor, Share and Reach Out

## Themes:

Plan to Monitor, Share and Reach Out

## Aim:

To get your class to create, plan for and commit to specific actions that will allow them to share their understanding of natural hazards and risk reduction within their community.

## Materials:

- Notebook or paper to record student's ideas and thoughts
- Previous activity materials such as Risk and Resource Maps, Key Messages Songs and Stories and Mind Maps
- Any other materials, instruments or items that will assist the students to present to their communities.

## Step 1:

As a group take 10-20 minutes to sit and discuss what you have learned during the activities that you have completed. Encourage discussion that focusses on three key areas:

- What the students have learnt that has **increased their awareness?**
- How they have **reduced the risks** they face?
- What skills do they now have that has **increased their capacity to respond?**

Take notes of the students' thoughts and ideas to help decide how you will reach out to the community.

## Step 2:

There are many ways that your class or school may like to reach out to the community. It is important to decide

who you will share your new knowledge with. Think of the following groups when making your plan for reaching out:

- Church groups
- Community Disaster Committee
- Youth groups and out-of-school youths
- Women's group
- Chiefs and elders
- Other schools
- Local businesses

Choose one or two groups as your first targets for sharing with.

If your school is large enough, you may want to consider holding a school-wide Safety Day at your school and invite many of these groups to attend. Different classes can focus on different aspects of the work your school has done.

## Step 3:

Thinking of the specific needs of these groups, help your class to make a plan for how they will engage with these groups. **Be sure to include in your plans what will be done, who will do it and when it will be done by.** Once this information is decided make it available to everyone in the school using your **School Safety Noticeboard or assembly time.**

Contact the groups you want to reach out to and formally invite them to take part in your planned activities. As a class you may like to make invitations or posters for the event.

Before the event, ask students to think about how these groups may be able to be involved in your school's ongoing safety activities and write these ideas down with your plan.

## Step 4:

Follow your plans and conduct your Reaching Out event. Make sure you allow some time for community members to ask questions of the students so that they can see just how much the children have learnt.

Appoint some representatives from each participating class to invite the groups to continue to be involved in school safety activities and offer to assist these groups with any activities they may like to undertake.

## Suggestions for Reaching Out:

- School Safety Open Day
- Key Messages Songs and Stories Concert
- Community Awareness Meeting
- Joint school/community disaster drill
- Community wide Risk/Resource Mapping or Risk Reduction Planning





# Glossary and Acknowledgements

## Glossary

**Cyclone:** relatively slow-moving but severe forward-tracking storms with fast rotational winds of at least 65 knots (120–320 km per hour or 74–200mph). They have an ‘eye’: a central calm area. Maximum power is close to the ‘wall’, or outer edge, of the eye.

**Disaster:** a natural or man-made (or technological) hazard resulting in an event causing significant physical damage or destruction, loss of life, or drastic change to the environment.

**Drought:** a slow-onset hazard consisting of a longer than normal period of unusually low rainfall, that results in reduced groundwater, surface water and/or reservoir levels.

**Earthquake:** a sudden, rapid shaking of the ground caused by the shifting of rocks beneath the Earth’s surface. Earthquakes strike suddenly, without warning, and can occur at any time of the year – day or night.

**Emergency:** a situation that poses an immediate risk to health, life, property, or environment requiring immediate action.

**Floatation device:** a piece of equipment designed to assist a person, who may be either conscious or unconscious, to keep afloat.

**Flood:** a great flowing or overflowing of water, especially over land not usually submerged. The two main types of floods are inundation floods (which are slow, developing over hours or days) and flash floods (which occur without warning, in places where there are no streams, generally within six hours of a rain event, or after dam or levee failure).

**Hygiene:** a set of practices performed for the preservation of health.

**Impact:** the effect or influence that one thing or event can have on another.

**Infrastructure:** physical and organizational structures needed for the operation of a society, such as roads, bridges, water supply, sewers, electrical grids and telecommunications.

**Landmark:** a recognizable natural or man-made feature used for navigation. A feature that stands out from its near environment and is often visible from long distances.

**Landslide:** a wide range of ground movement, such as rock falls, deep failure of slopes and shallow debris flows. The action of gravity is the primary driving force though other contributing factors are rainfall, earthquakes, volcanic eruptions, groundwater pressure, erosion, destabilisation of slopes through deforestation, cultivation and construction.

**Maintenance:** performing routine actions which keep the device in working order (known as scheduled maintenance) or prevent trouble from arising (preventive maintenance).

**Mind map:** a diagram used to visually organise information. A mind map is often created around a single idea, drawn in the center of a blank page, to which related ideas such as images, words and parts of words are added.

**Natural hazards:** is a threat of a naturally occurring event that will have a negative effect on people or the environment.

**Outreach:** an activity that provides a service to communities or groups who might not otherwise have access to those services.

**Pandemic:** an epidemic of infectious disease that spreads through human populations across a large region, multiple continents or even worldwide. Pandemics are caused by diseases that are able to infect humans and can spread quite easily. Pandemics become disasters when they are associated with enormous numbers of deaths, as well as illness.

**Preparedness:** refers to an evidence-based set of actions that are taken as precautionary measures in the face of potential disasters.

**Scenario:** an imagined sequence of events or plans, that normally exists as just one option within numerous other possibilities.

**Standard operating procedure:** a set of fixed instructions or steps for carrying out usually routine operations.

**Resource:** a source or supply made up of materials, services, staff, or other assets that are transformed to produce benefit and in the process may be consumed or made unavailable.

**Reunification:** the process of unifying, uniting or bringing back together.

**Risk:** the potential of losing something of value, weighed against the potential to gain something of value.

**Tsunami:** a series of huge waves carrying a massive volume of water that can flood and inundate land for hours. These can be caused by an underwater earthquake (>6 magnitude), volcanic eruption, sub-marine landslide, or more rarely a meteorite. The first wave may not be the largest.

**Volcano:** an opening, or rupture in the earth’s surface that allows hot magma, volcanic ash and gases to escape. They are generally found where tectonic plates come together or separate. Volcanoes pose several hazards: volcanic ash, gases, lahars, landslides, lava flows, and pyroclastic flows.

## Feedback on this flipchart

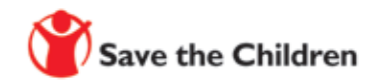
Please help us continue to improve this resource by answering the questions below and sending your feedback to us via email: [education@savethechildren.org.vu](mailto:education@savethechildren.org.vu)

1. Were the activities easy to follow? (if not please tell us which activities and how you think they could be improved)
2. Did children enjoy, understand and learn from the activities?
3. How could this flipchart be improved?
4. Any other comments or suggestions that you may have.

With thanks from Save the Children.



Humanitarian Aid  
and Civil Protection



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