

**School Disaster Prevention
Education Programs**

- * This is an example of a plan for an elementary school in Japan.
- * Please make a plan in accordance with each country's conditions.

Example of School Disaster Management Plan

XX Elementary School

1. Objective

This plan aims to evacuate pupils safely and minimize casualties by stipulating measures to be taken when fires and earthquakes occur.

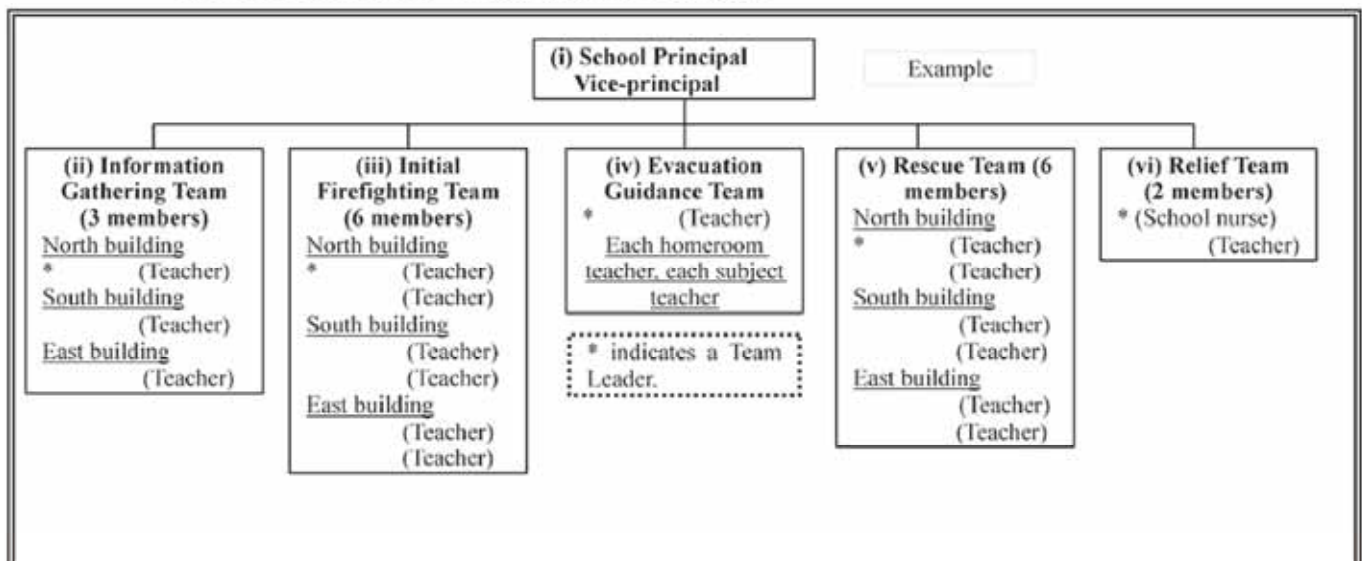
2. Measures to be Taken in the Case of Fire

(1) Finders' Action

- (i) When you find a fire, **do not hesitate and report the occurrence of a fire to people around you.**
Use fire alarms (push-button fire alarms), etc. to report the fire to people.
Use appropriate methods to notify pupils (particularly pupils who need special attention) **taking into consideration the possibility of panic.**
- (ii) **Inform the Principal (the Vice-Principal if the Principal is absent).** (If necessary, the finder should inform the fire service.)
- (iii) Give instructions and guidance for the evacuation by prioritizing the safety of the pupils.
- (iv) If initial firefighting is possible, **conduct initial firefighting** using the closest firefighting equipment such as fire extinguishers, indoor fire hydrants, etc.
- (v) **The School Principal (the Vice-Principal if the Principal is absent) instructs the formation of a self-protection firefighting organization** and allocates duties in the following manner.

(2) Self-protection Firefighting Organization to be Formed in the Case of Fire

When fires occur, the following duties are allocated to the staff at the initiative of the School Principal and each staff member will take action accordingly.



(i) School Principal, Vice-Principal

Reporting to the Fire Service and Contacting Relevant Organizations

- **Inform the fire service** of the information obtained from the Information Gathering Team accurately.
- Promptly communicate changes in the situation.
- Conduct necessary reporting to the Board of Education and relevant outside organizations.

[Reporting Content]

1. I want to report a fire.
 2. This is _____ Elementary School.
 3. The address is _____ City, _____.
- Report on the following items --
4. The place where the guiding person is waiting
 5. The place where the fire started
 6. The scale of the fire
 7. Whether there are casualties or not, if there are, the status of the casualties
 8. The evacuation status
 9. The status of the initial firefighting

Relevant Contacts

NO	Organization	Telephone number
1	Board of Education	
2		
3		
4		
5		
6		
7		
8		
9		
10		

General Command

- **Notify the occurrence of a fire** using the school's public address system, etc.
- In order not to cause a panic, **carefully consider in advance how to notify pupils that a fire has started**, and **post copies of a sample announcement** near to the telephones and the public address system.
- **Give necessary instructions** using the school's public address system, etc.
- In order to **prevent a panic**, if the automatic fire alarm system goes off, make a whole-school announcement/emergency announcement (after carefully considering the announcement content) in accordance with the situation, for example, letting the pupils know that the alarm system went off and school staff are currently checking whether there is a fire or not.
- Once the pupils and school staff reach a safe place such as the playground, have **the Information Gathering Team and the Evacuation Guidance Team** count the pupils and school staff. Also, instruct the teachers to **take a roll call (making sure that no mistakes are made)** in order to **check if there is anybody who failed to escape**. (Homeroom teachers → Teacher in charge of the classes of each school grade → Vice-principal → Principal)
- **Inform the fire crews** about the collected information accurately when they arrive at the school.

Location of the automatic fire alarm system control panel	Building	Floor	Location

(ii) Information Gathering Team

Identifying and Reporting Information about the Fire

- When you are informed of the occurrence of a fire, find out the details of the fire (the location, the scale, whether there are casualties or not, etc.) and report to the Principal (the Vice-principal if the Principal is absent).
- Collect information as the status of the fire changes, and report the information to the Principal (the Vice-principal if the Principal is absent).
- When collecting information, **ensure your own safety**. Collect information from a safe position and **evacuate immediately if it becomes dangerous to stay**.

Checking the Evacuation Status

- When the evacuation starts, gather information about the status of the evacuation (the number of evacuees and information about casualties) and report to the Principal (the Vice-principal if the Principal is absent).
- Once the evacuation is completed, **confirm the number of people (making sure that no mistakes are made)**. Then, inform the Principal (the Vice-principal if the Principal is absent) of the completion of the evacuation and other necessary information such as the condition of any casualties.

(iii) Initial Firefighting Team

- Do not panic and **take action calmly**.
- **Conduct initial firefighting** using the nearest firefighting equipment such as fire extinguishers, water

buckets, indoor fire hydrants, etc.

- Always conduct initial firefighting in pairs. Always consider escape routes while conducting the activities and **evacuate immediately if it becomes too dangerous to stay rather than continuing to try in dangerous situations.**
- Regularly conduct drills to learn how to use firefighting equipment so that effective initial firefighting can be conducted in the case of a fire.

[Locations of Disaster Prevention Equipment]

Equipment name	Building	Floor	Location	Quantity	Managed by
Fire extinguisher					

Equipment name	Building	Floor	Location	Quantity	Managed by
Indoor fire hydrant					

Equipment name	Building	Floor	Location	Quantity	Managed by
Others (the automatic fire alarm system, fire door, etc.)					

(iv) Evacuation Guidance Team

- When you are informed of the occurrence of a fire, determine the best evacuation routes immediately and evacuate pupils to a safe place such as the playground, using whistles and by giving instructions in a loud voice.
- In principle, the order of the evacuation directions should be in the following order: **i) to horizontal directions; ii) to downward directions; and iii) to upward directions.**
- Evacuation of pupils in the lower school grades should be prioritized in principle.
- **In order to avoid panic, carefully consider how to notify pupils that a fire has started.**
- Explain to pupils how to evacuate (postures to take when evacuating, usage of handkerchiefs, the evacuation route, etc.) before starting the evacuation.
- In principle, one school staff member should attend each **pupil who needs special attention** when evacuating.

(v) Rescue Team

- Obtain information about those who failed to escape, in cooperation with the **Information Gathering Team.**
- If there are people who failed to escape, identify the number of people, etc. as accurately as possible, and then conduct rescue operations in pairs.
- When conducting rescue operations, give top priority to your own safety. Limit your activities to supplementary work for the **Evacuation Guidance Team** and **do not try conducting rescue operations to an extent that your own safety is in jeopardy.**
- If everybody escaped successfully, **conduct an evacuation of important goods.**

(vi) Relief Team

- Obtain information about casualties in cooperation with **the Information Gathering Team** and the **Rescue Team.**
- If there are casualties, **transfer the injured to a safe place and give first aid.**
- When first aid crews arrive, explain the condition of the casualties and hand over your work to them.

(vii) Others

- **Each team should flexibly take action in accordance with the situation,** although they should perform their allocated duties as shown above in principle.

3. Measures to be Taken in the Case of an Earthquake

When an earthquake occurs, take action flexibly based on the content explained below.

Measures to be taken are stipulated below for the following four types of scenarios: an earthquake occurs (i) during class hours; (ii) before the starting time, during a break or after school; (iii) during going to and from school; and (iv) during a field trip.

(i) During Class Hours (inside the School: The school staff and pupils are in the same place.)

Situation	School staff's actions	Pupils' actions
Occurrence of an earthquake	<p>Instructions to the whole school (the Principal and the Vice-principal)</p> <ul style="list-style-type: none"> - Wait at the site until the shaking subsides. <p>Ensuring the safety of pupils and giving instructions (homeroom teachers)</p> <ul style="list-style-type: none"> - Instructions for ensuring safety <ul style="list-style-type: none"> • Instruct pupils to protect their heads. • Instruct pupils to move away from windows and walls. - Check the safety of pupils (count the number) and the safety of the surrounding area. - Calm pupils down. 	<p>[For all locations]</p> <ul style="list-style-type: none"> • Stop talking and listen to the teacher. • Move away from places which may collapse and places on which objects may fall. Cover your head with a textbook, a bag, etc. and wait for the shaking to subside. <p>[In classrooms]</p> <ul style="list-style-type: none"> • Crawl under the desk and hold the legs of the desk. <p>[Corridors and stairways]</p> <ul style="list-style-type: none"> • Move towards the center and crouch down. <p>[Playground]</p> <ul style="list-style-type: none"> • Move away from buildings and playground equipment, gather in the center and crouch down. <p>[Gymnasium]</p> <ul style="list-style-type: none"> • In order to avoid the risk of injuries caused by falling objects such as lights, immediately move away from the walls, gather in the center and crouch down. <p>[Pool]</p> <ul style="list-style-type: none"> • Move to the edges of the pool and hold onto the edge. (Teachers should not rush pupils to get out of the pool.) • When the shaking subsides, get out of the pool. • Wear sandals, protect the body with a bath towel and prepare to evacuate. <p>[Special-purpose classrooms]</p> <ul style="list-style-type: none"> • If fire is being used in the home economics classroom, the science classroom, etc. when an earthquake occurs, avoid risks and turn off the fire if possible.

Situation	School staff's actions	Pupils' actions
After the shaking subsides	<p data-bbox="339 259 756 293">Instructions to the whole school (the Principal and the Vice-principal)</p> <ul style="list-style-type: none"> <li data-bbox="339 356 778 479">- Decide on evacuating to a place outside of the school buildings and give instructions for the evacuation. <p data-bbox="339 501 794 580">Informing the fire service and the police (the Principal and the Vice-principal)</p> <p data-bbox="339 595 533 629">Emergency calls</p> <div style="border: 1px dashed black; padding: 5px;"> <p data-bbox="363 645 778 678">Contact numbers for the relevant police station and fire station</p> <p data-bbox="387 741 507 775">Fire station:</p> <p data-bbox="387 786 528 819">Police station:</p> </div> <p data-bbox="339 835 762 913">Ensuring the safety of the evacuation route (homeroom teachers)</p> <ul style="list-style-type: none"> <li data-bbox="339 929 799 1008">- Check the safety of the pupils, decide on the evacuation route. <li data-bbox="339 1019 767 1142">- Guide the pupils during the evacuation (bring the list of pupils' names) <p data-bbox="339 1167 746 1245">Ensuring safety after the evacuation (homeroom teachers)</p> <ul style="list-style-type: none"> <li data-bbox="339 1261 778 1339">- Check the number of pupils and the safety of pupils, then make a report. <li data-bbox="339 1350 791 1429">- Search for missing pupils and rescue them. <li data-bbox="339 1440 794 1518">- Identify injured pupils and give them first aid. <li data-bbox="339 1529 555 1563">- Contact parents. 	<ul style="list-style-type: none"> <li data-bbox="807 701 1406 779">• Start evacuating (to the playground) by following the instructions. <li data-bbox="807 790 1398 869">• Protect the head (using a textbook, a bag, etc.) when evacuating. <li data-bbox="807 880 1433 958">• Evacuate while following the "Four Principles" (do not push, do not run, do not talk and do not return). <li data-bbox="807 969 1398 1048">• Watch out for hazardous places when going through them or avoid such places. <li data-bbox="807 1059 1342 1093">• Line up at the evacuation site (the playground). <li data-bbox="807 1104 1222 1137">• Sit quietly and wait for instructions.

(ii) Before the Starting Time, during a Break or after School (inside the School: The school staff and pupils are in different places.)

Situation	School staff's actions	Pupils' actions
Occurrence of an earthquake	<p>Instructions to the whole school (the Principal and the Vice-principal)</p> <ul style="list-style-type: none"> - Wait at the site until the shaking subsides. <p>Ensuring the safety of pupils and giving instructions (homeroom teachers)</p> <ul style="list-style-type: none"> - Instructions for ensuring safety <ul style="list-style-type: none"> • Instruct pupils to protect their heads. • Instruct pupils to move away from windows and walls. - Check the safety of pupils (count the number) and the safety of the surrounding area. - Calm pupils down. 	<p>[Indoors]</p> <ul style="list-style-type: none"> • While the ground is shaking, cover the head (using a textbook, a bag, etc.), stay still and wait for the shaking to subside. <p>Note: See the "Pupils' actions" in the "During Class Hours" section.</p>

Situation	School staff's actions	Pupils' actions
After the shaking subsides	<p>Instructions to the whole school (the Principal and the Vice-principal)</p> <ul style="list-style-type: none"> - Decide on evacuating to a place outside of the school buildings and give instructions for the evacuation. <p>Informing the fire service and the police (the Principal and the Vice-principal)</p> <p>Emergency calls</p> <p>Contact numbers for the relevant police station and fire station</p> <p style="padding-left: 40px;">Fire station:</p> <p style="padding-left: 40px;">Police station:</p> <p>Teachers spread out and ensure the safety of the pupils, instruct and guide pupils to evacuate to the playground.</p> <p>Ensuring the safety of the evacuation route (homeroom teachers)</p> <ul style="list-style-type: none"> - Check the safety of the pupils, decide on the evacuation route. - Guide the pupils during the evacuation (bring the list of pupils' names) <p>Ensuring safety after the evacuation (homeroom teachers)</p> <ul style="list-style-type: none"> - Check the number of pupils and the safety of pupils, then make a report. - Search for missing pupils and rescue them. - Identify injured pupils and give them first aid. - Contact parents. 	<p>[For all locations]</p> <ul style="list-style-type: none"> • Watch out for falling objects and collapsing objects. • Check the safety of the surrounding area. • Move away from the walls of buildings and glass windows. • Listen to announcements over the school's public address system and keep quiet. • Start evacuating by following the nearest teacher's instructions. • Protect your head (using a textbook, a bag, etc.) when evacuating. • Evacuate while following the "Four Principles" (do not push, do not run, do not talk and do not return). • Line up at the evacuation site (the playground). • Sit quietly and wait for instructions.

(iii) During Going to and from School (outside the School)

Situation	School staff's actions	Pupils' actions
Occurrence of an earthquake	<p>Instructions to pupils in the school (the Principal, the Vice-principal or a deputy)</p> <ul style="list-style-type: none"> - Wait until the shaking subsides. 	<ul style="list-style-type: none"> • While the ground is shaking, cover the head (using a textbook, a bag, etc.), stay still and wait for the shaking to subside.

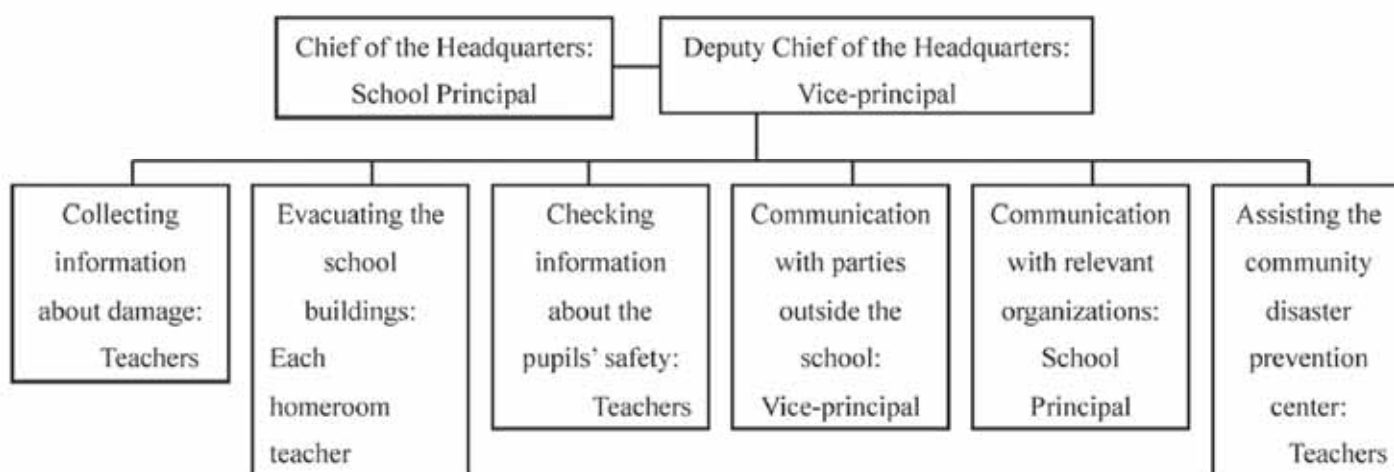
Situation	School staff's actions	Pupils' actions
After the shaking subsides	<p>All school staff</p> <ul style="list-style-type: none"> - Check and ensure the safety of the pupils in the school. - Check the safety of pupils on roads used by pupils to commute to the school. - Check the safety of pupils at the evacuation sites. • Pupils whose safety was confirmed at the above locations should be handed over to their parents. • The pupils whose parents could not be contacted should be looked after at the school. • Pupils should be looked after in community facilities if possible. Make sure to keep the addresses and contact numbers of the sites to which the pupils evacuated. - Check the safety of the pupils at their homes. - Aggregate and check the information about the pupils' safety. - Search for pupils whose safety could not be confirmed and inform the fire service and the police. - Take measures to ease the anxiety of pupils who are being looked after at the school. - Contact parents. 	<p>[Pupils in the school]</p> <ul style="list-style-type: none"> • Watch out for falling objects and collapsing objects. • Check the safety of the surrounding area. • Move away from the walls of buildings and glass windows. • Listen to announcements over the school's public address system and keep quiet. • Start evacuating by following the nearest teacher's instructions. • Protect your head (using a textbook, a bag, etc.) when evacuating. • Evacuate while following the "Four Principles" (do not push, do not run, do not talk and do not return). • Line up at the evacuation site (the playground). • Sit quietly and wait for instructions. <p>[Pupils on roads used to commute to the school]</p> <ul style="list-style-type: none"> • After the shaking subsides, leave the evacuation site and return home. • If evacuation is not possible, wait on the spot until parents, school staff or community members come to the site. • In coastal areas, evacuate to higher ground as a precaution against tsunamis. • In areas which have a possibility of landslides and falling rocks, move to a safe place.

(iv) During a Field Trip (outside the School)

School staff's actions	Pupils' actions
<p><u>Accompanying school staff</u></p> <ul style="list-style-type: none"> - Wait at the site until the shaking subsides. - If you are on a bus or a train, follow the instructions of the crew. - Based on the evacuation routes in the facilities and the evacuation sites identified in a preliminary survey, guide pupils to evacuate. - Watch out for secondary disasters such as tsunamis, falling rocks and landslides. - Count the number of pupils and check if there are casualties. - Give emergency treatment. - Collect information such as the scale of the disaster and the damage and casualty situation. - Contact the school, report the situation and receive instructions. - Devise different communication methods (such as the media) if calls cannot be connected. - Give care to pupils to ease their anxiety. 	<p>[Outdoors]</p> <ul style="list-style-type: none"> • Protect yourself by moving away from places which may collapse or places which may have falling objects, etc. • Squat down and protect the head. <p>[Indoors]</p> <ul style="list-style-type: none"> • Protect yourself by moving away from places which may collapse or places which may have falling objects, etc. • Protect your head. • Stay calm and evacuate the building. <p>[On a bus or a train]</p> <ul style="list-style-type: none"> • Follow the crew's instructions and keep quiet.
<p><u>Staff in the school</u></p> <ul style="list-style-type: none"> - Report the situation to the Board of Education. - Report the situation to parents. - Receive instructions from the Board of Education and coordinate as necessary, such as requesting local public organizations for help. 	

(v) Establishment of a School Earthquake Headquarters

When an earthquake disaster has occurred or there is a possibility of an earthquake disaster, a disaster headquarters is established in order to ensure the safety of pupils, facilitate prompt evacuation and minimize casualties. The following shows the outline of the organization.



(vi) Roles of the School Disaster Headquarters

Collecting Information about Damage

- Check the status of the damage inside the school.
Check to see if there are any fires and identify the damage to school buildings, gas, electricity, water, the telephone, etc.
- Take photographs.
Take photographs of the damage.
- Take measures against hazardous sites such as prohibiting entry.
- Grasp the situation in the school district and the overall disaster situation.
Collect information about the overall disaster damage situation and the damage in the school district.

Managing pupils who evacuated from the school buildings

- Take measures to ease the anxiety of pupils who evacuated to the playground, etc. and check their safety.
Make the pupils feel safe and keep an eye on them so that they do not go off somewhere by themselves, by having them line up and making it possible to see all the pupils easily even with a small number of teachers.
- The Chief of the Headquarters decides on the action to be taken after evacuating the school buildings.**

Checking information about the safety of pupils

- Check information about the safety of pupils.

Each homeroom teacher, etc. aggregates information about the safety of the pupils using an appropriate method for the situation and **identifies pupils whose safety could not be confirmed.**

- Contact relevant organizations.

If there are pupils whose safety could not be confirmed, contact the parents, the fire service, the police, etc.

Communication with parties outside the school

Response to inquiries from the media, parents and relatives (**all these inquiries should be handled by specified personnel**).

Communication with relevant organizations

Make the necessary reports to the Board of Education and neighboring schools.

Assisting with the setting up and the operation of the evacuation site

If the school is used as the evacuation site for the community, assist with the operation of the evacuation site in cooperation with other government organizations, etc.

Example of Annual Plan for DPE (Disaster Prevention Education) (XX Elementary School)

School's education goal	Foster children who try to improve themselves	The type of child that the education aims at	A physically and mentally strong and spiritually rich child who is willing to learn		
Goals of DPE	Learn what you can do to protect your life and your friends' lives. Make your body and mind strong. Learn to feel thankful and to feel compassion.				

Period	DP-related activities	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	
1st trimester	Apr.	-Creation of an Annual Plan for DPE	"Emergency! What do you do?" (1st-3rd grade) [Learn what to do in emergencies]				"What you should do when emergencies occur" (4th-6th grade) [Learn what to do in emergencies]	
	May	-Evacuation drill (fire) -Parental visitation day (earthquake scenario)	Learning about earthquakes Vol.1 [What happens when earthquakes strike]					
	Jun.	-Evacuation drill with a fire scenario -Drill to handover pupils -Water safety -Emergency life-saving training -DP-related inspections	(1st-3rd grade) [Getting ready for an emergency drill]				(4th-6th grade) [Getting ready for an emergency drill]	
	Jul.		Learning about earthquakes Vol.2 [Importance of lives, animal welfare] [International understanding]				[Volunteer activities]	
			<i>Note: The disaster prevention education programs included in the plan are conducted using supplementary readers, etc. Please utilize supplementary readers, etc. created in your country; if any, when conducting disaster prevention education in your country.</i>					
	Sept	-Disaster prevention lecture						First aid which we can provide (4th-6th grade); health education, physical education
	Oct.	-Crime prevention class						
2nd	Nov.	-Evacuation drill (against a suspicious individual)	[Community exchange] [Information transmission abilities]				[Community exchange] [International understanding]	
	Dec.	-Community safety check patrol	- Let's make a disaster prevention map and an emergency rucksack				- Rehabilitation plan. -What if there is no electricity or water?	
	Jan.	-XX District Disaster Prevention Day -Evacuation drill (earthquake)	All the students in the school practice and sing together the song "Shinwase Hakobera Youmi (wishing to bring happiness)" (a song created after the earthquake). (Note: January is the month when the Great Hanshin-Awaji Earthquake occurred.)					
3rd	Feb.	-Inspection of DP-equipment the school						
	Mar	-emergency drill with the community	[Natural disaster] [Obtaining knowledge, understanding]				[Disaster prevention] [Obtaining knowledge, understanding]	

Note: This is a model example of a disaster prevention education plan for an elementary school in Kobe City, Japan.
When making plans for schools in your country, please make the plans suitable for your country's conditions.

Drawing your Image of an Earthquake

Teach lessons learned from
the earthquake

3

Program Outline

Children draw a picture of what would happen to the town if an earthquake occurs. First, let them draw a picture with no information given to them. Then, let them learn about earthquakes through photographs, videos, etc. They will then compare their image and the reality and deepen their understanding about earthquakes.

Objective

Children will have more realistic and detailed image about earthquakes.

Grade	Lesson Type	Venue	Length	Participant Size
1st, 2nd	Lecture	Indoors	1 lesson period	1 class

Content

[Introduction]

- (1) If your country experienced an earthquake disaster, explain the situation at the time.
Note: If your country does not experience earthquakes often, you can conduct this program for other types of disasters such as volcano disasters and cyclone disasters.



[Drawing pictures]

- (2) Let children freely draw their image of an earthquake in a picture.



[Presentation of pictures]

- (3) Children show their pictures to each other. Alternatively, ask some of the children to present their picture and explain what kind of image they expressed in the picture.



[Comparison with photographs and videos of earthquakes]

- (4) Show photographs and videos of actual earthquakes. Ask them to present their findings including what they felt when they compared their picture with the photographs and videos.



[Others]





- (5) This program is for children in the lower grades, but you can also conduct the program for each grade and compare the images that children in different grades have.








Important Points when Giving Guidance

Many children might have difficulties drawing because they do not know about earthquakes at first, but it is important to encourage them to draw their image with a minimum amount of information.






Cooperation with other Organizations		
This is an easy program to conduct by school staff alone.		
How the Local Community (Disaster Prevention Organization) can be Involved		
(1) If community members have experienced earthquakes, they can talk about their experiences when showing relevant photographs and videos.		
(2) Ask them to prepare photographs and videos of the earthquake disaster.		
Assistance from Fire Station Staff and Volunteer Fire Corps Members		
They can talk about their earthquake experiences and their job in earthquake situations, when showing relevant photographs and videos.		
Necessary Equipment and Materials (Standard Items and Quantities)		
Name of the equipment/material	Quantity	Can be Prepared by
Drawing paper, large drawing sheet	The No. of participants x 2	School
Colored pencils, crayons, paints, etc.	Necessary quantity	School
Stock footage and photographs of earthquakes, etc.	1	School
Screen (if available)	1	School
Projector (if available)	1	School
DVD player (if available)	1	School
Remarks	Please prepare a screen and a projector if needed.	
"Souvenirs" to Take Home		
Let children take home the pictures that they drew and use the pictures to talk about earthquakes among the family members.		
Additional Information about this Program		
Images of earthquakes can include various scenes such as damage to buildings, victims of an earthquake and tsunamis.		
By letting children draw their image with minimum information given to them, teachers can know what earthquakes mean to children through this program.		
Lessons Learned from Past Earthquakes and other Disasters which are Related to this Program		
At the evacuation sites after the earthquake, there were no activities that children could enjoy and children became more miserable with each day. In this kind of situation, a program to draw pictures can be very effective. (However, this program may not be suitable for children in areas which have been severely stricken by earthquakes.)		
Variations		
Besides images of earthquakes, it is also a good idea to let children draw pictures with the themes of "safe houses" and "emergency kits to take with you when evacuating."		

Emergency Reporting Drill				Children obtain knowledge	4
"Call XXX in the Case of Injuries and Fires!" (Replace XXX with the emergency telephone number of your country.)					
Program Outline					
Firstly, children learn the importance of reporting and the reporting method. Then, they make emergency calls by looking at pictures of the situations which require emergency reporting.					
Objective					
Children will obtain the knowledge needed to calmly make calls in emergencies and learn about appropriate emergency reporting.					
Grade	Lesson Type	Venue	Length	Participant Size	
3rd-6th	Lecture	Indoors	20 min.	1 class	
Content					
[Preliminary explanation] (1) Explain the kinds of situations where emergency reporting is necessary, where emergency calls get connected to and through what procedures fire engines, etc. are mobilized.					
[Explanation about reporting content] (2) Teach the correct method of reporting before letting the children make emergency calls. <ul style="list-style-type: none"> • Is it a fire or an emergency medical situation? (Note: Some countries have different telephone numbers for fires and emergency medical situations.) • Where is the site (address)? • Is there a landmark near the site (a large building, etc. such as a hospital, a train station or a supermarket)? • Describe the situation (when, where, who did what using what, that led to what). 					
[Reporting drill] (3) Conduct a reporting drill for children. <ul style="list-style-type: none"> • Children are shown pictures which illustrate several different situations and they learn how to make an emergency call for each situation. (See the Reference for relevant pictures.) 					
[Summary and review] (4) Summarize the important points to remember and review good points and bad points of their emergency reporting drill results. (5) Give supplementary explanations (see the Description).					
Important Points when Giving Guidance					
(1) In this program, children will make emergency calls as part of the drill. However, you should also emphasize to them that they should report emergencies to adults around them as soon as possible in reality.					
(2) Produce sample reporting formats and put them near the telephones so that people can stay calm when making emergency calls (see the Description).					





Cooperation with other Organizations		
You can conduct the program more effectively if you can obtain assistance from fire station staff for the preparation of equipment and materials and guidance on how to conduct emergency reporting.		
How the Local Community (Disaster Prevention Organization) can be Involved		
They can act as control room personnel who respond to the emergency calls. They can also demonstrate model reporting.		
Assistance from Fire Station Staff and Volunteer Fire Corps Members		
You can make the program more effective if you ask fire station staff or members of volunteer fire corps to act as the control room personnel (those who receive calls).		
Necessary Equipment and Materials (Standard Items and Quantities)		
Name of the equipment/material	Quantity	Can be Prepared by
Telephone (a broken one or a toy can be used)	1	Fire service, school
Pictures which illustrate different situations (see the Reference)	4-5 pictures	Fire service, school
Remarks		
"Souvenirs" to Take Home		
Ask children to talk to their parents about what they learned.		
How Parents can Participate		
(1) If possible, ask the parents to demonstrate model reporting at the beginning.		
(2) By asking parents to act as the control room personnel, the parents can participate in the drill with the children.		
Additional Information about this Program		
When making an emergency call in real situations, there are cases where people cannot report properly because they are panicking. Try to stay calm when you make an emergency call.		
Variations		
Visiting a control room before or after the emergency reporting drill will help the children really understand what they have learned.		
Comments of the Children who Participated in the Program (in Japan)		
<ul style="list-style-type: none"> • I stumbled because this was the first time I made an emergency call. I think that I will be very upset in a real situation. • I am glad that I was able to report well. • I wonder what happens if there is a crank call. • I understood how to make an emergency call. • I think that I could use today's experience when something happens. 		

School Exploration to Find Disaster Prevention Resources				Children obtain knowledge	5
Program Outline					
Children explore the school and discover disaster prevention equipment, and emergency stockpiles and equipment stored for the case when the school is used as an emergency site.					
Objective					
Children will learn about resources for disaster prevention in the school and learn about the role of the school as an evacuation site.					
Grade	Lesson Type	Venue	Length	Participant Size	
3rd-6th	Lecture	Inside the school	1 lesson period	1 class	
Content					
[Preliminary explanation] (1) Explain the kinds of resources which can be used in emergencies such as firefighting equipment, other disaster prevention equipment and materials, stockpiles, etc.					
[Explanation about disaster prevention equipment] (2) Explain the disaster prevention equipment installed at the school such as fire extinguishers, indoor fire hydrants, an automatic fire alarm system, fire doors, etc. (Different schools have different equipment.)					
[Preparation for the exploration] (3) Conduct preparations for the start of the exploration. <ul style="list-style-type: none"> • Divide the participants into groups if necessary. • Give them materials to fill in what they have found such as copies of the school map in advance. 					
[Starting the exploration] (4) Explain the important points to be remembered during the exploration (notes on safety management). (5) Each group explores the school.					
[Presentation of the Findings] (6) Children present what they found. <ul style="list-style-type: none"> • School staff should tell the children about the items which the children could not find. • Discuss items which may be useful in emergencies besides the disaster prevention equipment, if there are any. 					
Important Points when Giving Guidance					
Each school has different equipment. School staff should survey the school's equipment beforehand. Use this opportunity to check what the school has, because the school staff should know about the equipment installed in the school.					

Cooperation with other Organizations		
The program can become more meaningful if the fire service and parents assist with safety management and explanations.		
How the Local Community (Disaster Prevention Organization) can be Involved		
The program can become more effective if community members stand by at the places where the equipment is installed in order to give explanations to the children.		
Assistance from Fire Station Staff and Volunteer Fire Corps Members		
They give explanations about the equipment and guidance on how to use the equipment.		
Necessary Equipment and Materials (Standard Items and Quantities)		
Name of the equipment/material	Quantity	Can be Prepared by
School map	1 copy per participant	School, fire service
Remarks	Schools are designated as an evacuation site depending on the area. If the school is designated as an evacuation site, explain the function of the school as an evacuation site.	
"Souvenirs" to Take Home		
Let children take home the paper (see the Reference) in which they filled out the results of the "School Exploration to Find Disaster Prevention Resources." Instruct children to explain to their parents the function of the school as an evacuation site which they learned in the program.		
Additional Information about this Program		
Although children would not use the equipment in reality, the program can give an opportunity for the children to become interested in disaster prevention through getting to know about disaster prevention equipment in the school and in the community.		
The program can also give an opportunity for children and their families to talk about disaster prevention and preparedness at home, through the children taking home what they learned.		
Lessons Learned from Past Earthquakes and other Disasters which are Related to this Program		
In the Great Hanshin-Awaji Earthquake (which struck Kobe), there were many difficulties at evacuation sites (schools) and many lessons were learned from the experience. As a result, stockpiles of food and blankets were stored and water supply facilities, temporary toilets, etc. were installed at each school in Kobe.		
Knowing the existence of these stockpiles and facilities is important, but it is also important to obtain the necessary knowledge and skills to effectively utilize these items in emergencies (through conducting fire drills, etc.)		
Variations		
You can also limit what to find to "fire extinguishers" and make teams compete to find as many fire extinguishers as possible. Then, Program 8 "Target Shooting Game with Water Fire Extinguishers" can be conducted using the remaining time.		
Comments of Children who Participated in the Program (in Japan)		
<ul style="list-style-type: none"> • I now know how many fire extinguishers there are in the school. • There were two fire extinguishers in the school lunch kitchen. It is because the school lunch kitchen is dangerous. • There were rice, biscuits, canned food and water in case of earthquakes. I was impressed. • I wonder if everybody can fit in the gymnasium. I should do volunteer activities. 		

Walking in the Town to Find Disaster Prevention Resources			Children obtain knowledge	6
Program Outline				
Children walk in the town to discover hazardous places in the town and learn that there are useful items for disaster prevention in the town such as disaster prevention equipment storehouses, fire cisterns and fire pumps.				
Objective				
Children will learn the need for and the methods for disaster preparedness which are suitable for their town.				
Grade	Lesson Type	Venue	Length	Participant Size
3rd-6th	Lecture	Outdoors (inside the school district)	90 min.	1 class or 1 school grade
Content				
[Preparation] <ul style="list-style-type: none"> Prepare copies of a base map of the school district. Divide the participants into groups if necessary. Consult with the local community (disaster prevention organization) and the fire station and survey the disaster prevention facilities, equipment and resources in the town beforehand. 				
[Preliminary explanation] <p>(1) Explain what kinds of facilities, equipment and materials there are before starting the walk.</p>				
[Disaster prevention facilities and equipment] Fire hydrants, fire cisterns, disaster prevention storehouses, signs indicating evacuation sites (the signs can also be found in the school), etc. [Disaster prevention resources] Evacuation sites, business establishments (supermarkets, plants, etc.) hospitals, ponds, rivers, etc. Discuss what kinds of hazards, disaster prevention facilities, equipment and resources can be considered beforehand, if time allows.				
[Walking in the town] <p>(2) Children walk in the town.</p>				
[Creation of a safety map and presentation] <p>(3) Children create a safety map based on the base maps on which the children put the information that they found.</p> <p>(4) When the safety map is completed, the children make a presentation. Let them ask the questions which they had during walk in the town in the presentation.</p>				
Important Points when Giving Guidance				
<p>(1) Let the children learn that there are many hazards and items prepared for emergencies in familiar places.</p> <p>(2) There are an unlimited number of disaster prevention resources if one uses imagination. Teachers should use their ingenuity to let children find many disaster prevention resources.</p>				

Cooperation with other Organizations		
This activity is conducted over a wide area. Therefore, it is recommended that the school conducts this activity in cooperation with the local community (disaster prevention organization), parents, the fire station, etc.		
How the Local Community (Disaster Prevention Organization) can be Involved		
Ask them to walk in the town with the children or wait at the sites and give explanations.		
Assistance from Fire Station Staff and Volunteer Fire Corps Members		
They can give advice on hazardous sites, disaster prevention facilities, equipment and resources.		
Necessary Equipment and Materials (Standard Items and Quantities)		
Name of the equipment/material	Quantity	Can be Prepared by
Base map (for walking in the town)	1 copy per participant or group	School
Large drawing sheet (for creating a safety map)	1 per group	School
Marker pen (for creating a map)	1 set per group	School
Post-it stickers (for creating a map)	1 set per group	School
Newspaper (to place under paper)	1 set per group	School
Remarks	If a safety map is not to be created, the program can be conducted using base maps and writing instruments only.	
"Souvenirs" to Take Home		
Instruct the children to take home the information that they found by walking in the town ("hazardous sites," "disaster prevention facilities and equipment," "disaster prevention resources," etc.) and tell their parents about it (see the Reference).		
Additional Information about this Program		
In addition to hazardous sites related to earthquakes and other major disasters, you can also include information about hazardous sites which can be encountered in daily life, such as accident black spots, places where suspicious people have been spotted, cliffs and reservoirs, so that children can learn the need to watch out for dangers in everyday life.		
Variations		
If information related to "historic sites in the town" and "crime prevention" is included in the things to find in the town walking and the activity is conducted in cooperation with the local community (disaster prevention organization), the school can deepen the relationship with the community.		
Points to Note		
(1) When children walk in the town, a large number of adults are needed for safety management.		
(2) Make children follow traffic rules and watch out for any hazards around the children.		
Comments of Children who Participated in the Program (in Japan)		
<ul style="list-style-type: none"> • I was surprised because there were so many things. • I was surprised to find a water tank underneath a park. • There were helmets and shovels in an equipment storehouse. • I wonder what the hammers in the equipment storehouse are used for. • I thought that we would be all right when an earthquake strikes if we remember what we learned today. 		

Evacuate Safely and Surely! (Evacuation Drill)				Children obtain knowledge	7
Program Outline					
In schools, many people including children should be able to evacuate swiftly when there is a fire or an earthquake. This ability is tested through an evacuation drill in order to make sure that people can evacuate effectively in an emergency.					
Objective					
Children will obtain knowledge and skills to evacuate safely through conducting a drill in cases of emergencies.					
Grade	Lesson Type	Venue	Length	Participant Size	
All	Drill	Outdoors	20 min.	1 class to the whole school	
Content					
[Learning the correct evacuation method] (1) Children learn the safe evacuation method in the case of earthquakes and fires before the drill. (Give an explanation about the method after the drill, if the drill is to be conducted without warning.)					
[Announcement on the launch of the drill] (2) The launch of the drill is notified using the alarm bell and the school's public address system. The launch can also be announced in a loud voice.					
[Starting the evacuation] (3) Pupils start evacuating in classes by following school staff's instructions. Conduct the drill while following the rules of "Do not push, do not run, and do not talk" in order to prevent the occurrence of accidents (for example people falling down one upon another) by rushing too much, although it is important to evacuate quickly.					
[Confirming the completion of the evacuation] (4) When everybody has evacuated to the playground, etc., the school staff count the number of pupils and report to the Principal or the Vice-principal in order to check if anybody failed to escape. Measure the time it takes to complete the evacuation.					
[Reporting results] (5) When those who act as the fire crews arrive, the Principal or the Vice-principal reports the situation to them (such as where the fire started, the spread of fire, whether or not anybody failed to escape, etc.) (6) The Principal or the Vice-principal (the fire station staff if there are) announces the result.					
Important Points when Giving Guidance					
Make the evacuation drill more effective by conducting it in combination with other programs, etc.					

Cooperation with other Organizations		
It is possible to conduct this program with only the school staff, but cooperating with the local community and the fire station and adding variations can improve the program further.		
How the Local Community (Disaster Prevention Organization) can be Involved		
(1) They can assist with conducting other programs after the evacuation drill is finished.		
(2) Conduct a drill to hand over children to parents after the evacuation drill is finished.		
Assistance from Fire Station Staff and Volunteer Fire Corps Members		
Ask them to comment on the drill and to assist with other programs if other programs are to be conducted.		
Necessary Equipment and Materials (Standard Items and Quantities)		
Name of the equipment/material	Quantity	Can be Prepared by
Megaphone	1	School
Watch (stopwatch)	1	School
Smoke machine, smoke canister, etc. (if available)	1	Fire service, etc.
Additional Information about this Program		
In order for people inside to evacuate safely and surely, large buildings such as schools are equipped with various firefighting facilities. Check what kinds of facilities are available in advance (such as fire doors, emergency exit lights, the automatic fire alarm system, the emergency announcement system, escape ladders, smoke extraction systems, etc.)		
Basic rules which should be followed by children when evacuating are "Do not push, do not run, and do not talk."		
Lessons Learned from Past Earthquakes and other Disasters which are Related to this Program		
The overriding principle in emergencies is to "protect your own life and body." This is the first thing that people should do in emergencies. Particularly, this should be taught without exception in primary education. Therefore, it is crucial for children to learn one method to protect themselves through the evacuation drill.		
Variations		
(For any scenario)		
Divide the participants into groups and decide on the group leaders. Before starting an evacuation drill, let the pupils check the fire doors, etc. and think about which route is safe to use when evacuating. Then, ask each group to present their conclusion.		
(Fires)		
One way to conduct an evacuation drill is to use a smoke machine or smoke canisters which produce odorless and harmless smoke in order to let participants experience escaping in smoke.		
(Earthquakes)		
Before starting evacuation, conduct training for the pupils to protect themselves (such as crawling under the desk). Some paths may be impossible to go through particularly in the case of an earthquake. Therefore, placing some areas off limits is a good way to make the drill effective.		
Points to Note		
A great number of people move simultaneously in the drill. Follow the rules of "Do not push, do not run, and do not talk" and look out carefully in order to prevent accidents such as falls.		