











Target Shooting Game With Water Fire Extinguishers				Children obtain skills	8
Program Outline					
Children learn how to use fire extinguishers through enjoying a target shooting game.					
Objective					
Children will obtain knowledge about disaster prevention and become interested in disaster prevention, through using fire extinguishers in a game.					
Grade	Lesson Type	Venue	Length	Participant Size	
3rd-6th	Practical training	Outdoors	20 min.	1 class	
Content					
[Preparation] <ul style="list-style-type: none"> Prepare water fire extinguishers and a compressor (any type of water fire extinguisher designed for drill purposes can be used). Prepare targets. 					
[Devising interesting targets] <p>By devising various interesting targets, children can learn how to use the fire extinguishers while having fun, for example knocking over balls, knocking down panels, using PET bottles as targets, etc.</p>					
[Explanation about the handling of fire extinguishers] <p>(1) Teach children the mechanism of fire extinguishers and how to use fire extinguishers, using a cross-sectional model of a fire extinguisher, a real fire extinguisher, etc.</p>					
[Launching the game] <p>(2) Conduct the target shooting game.</p> <p>Find ways to make the game interesting for children who are waiting for their turn so that they can also concentrate on the activity.</p>					
[Explanation about points to remember] <p>(3) Fully explain the difference between a water fire extinguisher for use in drills and a real fire extinguisher (such as the ejection time and the distance). Instruct the children to call nearby adults in the case of a real fire, rather than risk fighting the fire.</p>					
Important Points when Giving Guidance					
<p>(1) Fully explain the difference between a water fire extinguisher for use in drills and a real fire extinguisher.</p> <p>(2) Instruct children to report to nearby adults immediately if they find a real fire.</p>					

Cooperation with other Organizations		
This program requires assistance from the fire station or other similar organizations, regarding the preparation of equipment and materials, etc.		
How the Local Community (Disaster Prevention Organization) can be Involved		
Ask the local community (disaster prevention organization) to give an explanation about how to use fire extinguishers.		
Assistance from Fire Station Staff and Volunteer Fire Corps Members		
Ask them to prepare water fire extinguishers and targets, as well as give a detailed explanation about fire extinguishers.		
Necessary Equipment and Materials (Standard Items and Quantities)		
Name of the equipment/material	Quantity	Can be Prepared by
Water fire extinguisher for use in drills	1 per 2-3 participants	Fire service, etc.
Compressor	1	Fire service, etc.
Water tank (not necessary if water is taken directly from taps)	1	Fire service, etc.
Cross-sectional model of a fire extinguisher (if available)	1	Fire service, etc.
Targets for fire extinguishers	1	Fire service, etc.
Remarks	Conduct the program in accordance with the conditions in your country, if fire extinguishers used in your country have different handling methods.	
"Souvenirs" to Take Home		
Use this opportunity to ask the children to check if there are fire extinguishers in their house and their neighborhood, what types they are and where they are installed.		
Additional Information about this Program		
The following are the differences between a water fire extinguisher and a real fire extinguisher. <ul style="list-style-type: none"> • Content (A real extinguisher is filled with a fire-extinguishing agent.) • Ejection time (about 30 seconds for a water fire extinguisher, and about 15 seconds for a real powder fire extinguisher) • Ejection distance (The effective distance for a water fire extinguisher is about 8 meters and the effective distance for a real powder fire extinguisher is about 2-3 meters.) 		
Variations		
The game can be made into a competition where the participants are divided into teams and each team competes with each other for the shortest time needed to hit all the targets. This will enable everybody to concentrate on the game because they will be interested in the other teams' times when the other teams are playing.		
Comments of Children who Participated in the Program (in Japan)		
<ul style="list-style-type: none"> • The game used interesting targets. • I want to do it again. • I understood how to use the fire extinguishers well. • I think I can use a fire extinguisher when there is a real fire. • I am glad that we became the champions (in a competition game). 		

Experiencing the Transportation of a Person Using a Blanket				Children obtain skills	9
Program Outline					
Children make a temporary stretcher using everyday objects such as laundry poles, bamboo poles and blankets and transport a person. They also learn how to transport the sick and wounded if time allows.					
Objective					
Children will learn that everyday objects can become useful if good ways of using them are devised. They will also learn the importance of mutual help and cooperation.					
Grade	Lesson Type	Venue	Length	Participant Size	
3rd-6th	Practical training	Indoors/outdoors	20 min.	1 class or 1 school grade	
Content					
[Explanation about the situation in an earthquake] (1) Explain that the injured were transported using various methods in the Great Hanshin-Awaji Earthquake (using blankets, doors, tatami mats, etc.)					
[Explanation about how to make a stretcher] (2) Explain how to make a blanket stretcher (see the Reference).					
[Making a stretcher] (3) Let the children make a blanket stretcher.					
[Transporting a person] (4) One participant acts as a sick/injured person who lies on the stretcher and the others lift the stretcher. (Be careful that the person being carried does not fall. It is safer to use a dummy to conduct the training rather than carrying a person, if there is one.)					
[Comments and review] (5) Ask the children who acted as the injured people for comments. (6) Let the children act as the sick/injured (those who are carried on a stretcher) in turn so that all the participants can experience that role.					
Important Points when Giving Guidance					
It is important to teach children that everyday objects can become useful if good ways of using them are devised, by showing children some examples of everyday objects which can be used to make a stretcher. (For example, a person can be transported using a blanket alone or a stretcher can be made using clothes and poles.)					

Cooperation with other Organizations		
It is recommended that this program is conducted in cooperation with the local community (disaster prevention organization) and the fire station in cases where it is difficult for the school alone to prepare equipment and materials. Such cooperation is also useful because a large number of personnel are required for explanations and safety management.		
How the Local Community (Disaster Prevention Organization) can be Involved		
Ask them to prepare equipment and materials, give an explanation about how to make a stretcher and conduct safety management.		
Assistance from Fire Station Staff and Volunteer Fire Corps Members		
They give guidance on blanket stretchers in advance to the school staff and the local community (disaster prevention organization). They also assist with the safety management and preparation of equipment and materials on the training day.		
Necessary Equipment and Materials (Standard Items and Quantities)		
Name of the equipment/material	Quantity	Can be Prepared by
Blanket	1 per 4-5 participants	School, fire service
Pole (bamboo pole, laundry pole, stilts, etc.)	2 per blanket	School, fire service
Dummy (if available)	1 per blanket	Fire service, etc.
Stretcher /Material on which a person can be carried, such as a board	1 each	If possible to prepare
Remarks	This program can also be conducted using blankets only	
"Souvenirs" to Take Home		
Instruct the children to tell their parents about what they learned at school including how to make a blanket stretcher and the things which can be used instead of a stretcher, when they go home.		
Additional Information about this Program		
(1) When carrying a dummy or a person on a stretcher which was made using poles and a blanket, the blanket can slide off the poles if the doll or the person is too light, because the friction between the contact surfaces of the blanket is too small.		
(2) Essentially, a person should be carried by keeping the position of the head slightly higher, although this depends on the injury.		
(3) Walking in step together by saying "one, two, one, two" when carrying an injured person can minimize vibrations felt by the injured.		
Points to Note		
(1) When a person acts as the sick/injured person, be careful that they do not fall, and limit the activity to lifting the stretcher slightly.		
(2) When children lift a person or a dummy, instruct them not to try too hard and to lift using the correct posture (keep their back straight and lift using the leg muscles), in order to prevent back injuries, etc.		
Comments of Children who Participated in the Program (in Japan)		
<ul style="list-style-type: none"> • It was heavy. • I was surprised to see that a stretcher can be made so easily. • I think that the blanket might slide off if a 200 kg person lies on it. • I am glad that now I can help people. • It was good that I was able to practice carrying injured people in case there is an earthquake. 		

Let's Practice Treating Injuries

Children obtain skills

10

Program Outline

Children practice treating injuries using triangular bandages in different ways and use different methods to stop bleeding which can be conducted by elementary school students relatively easily.

Objective

Children will learn the simple skills needed to treat injuries and learn the importance of first aid being performed by citizens.

Grade	Lesson Type	Venue	Length	Participant Size
5th, 6th	Practical training	Indoors	Depends on the content	1 class

Content

[Introduction]

Introduce successful cases of first aid and explain the importance of administering first aid while waiting for the arrival of an ambulance (see the Description).

[Explanation of the methods for treatments]

(1) Select some of the methods for using triangular bandages and the methods to stop bleeding and explain them to the children (see the Reference).

It is easier to conduct this part if people with experience can give the explanation.



[Practicing treatment]

(2) The participants make pairs and practice the treatments that have been explained.

Note: One person acts as the sick/injured person and another person administers the treatment.



[Rotation]

(3) Rotate the role of the sick/injured person and let them practice the treatments.

(4) Conduct the training in a competition style if possible (see the Description).



[Summary]

(5) Tell children to keep in mind the importance of first aid, although they only get limited experience of first aid in this program.

(6) Ask the children to think about what can be useful if triangular bandages are not available.



Important Points when Giving Guidance

(1) It is important to give the explanation in a way so that children really understand the importance of first aid through the experience, although first aid techniques may be difficult for elementary school children.

(2) Keep the number of methods to be practiced to 2-4 kinds rather than teaching too many methods.

Cooperation with other Organizations		
Conduct this program in cooperation with the local community (disaster prevention organization), volunteer fire corps, etc. because children can get better explanations if there are many instructors.		
How the Local Community (Disaster Prevention Organization) can be Involved		
Ask them to assist with the first aid guidance.		
Assistance from Fire Station Staff and Volunteer Fire Corps Members		
They conduct preliminary guidance for school staff. They also assist with guidance on the training day.		
Necessary Equipment and Materials (Standard Items and Quantities)		
Name of the equipment/material	Quantity	Can be Prepared by
Triangular bandage	1 per 2 participants	School
Magazine	Necessary quantity	School
Handkerchief	Necessary quantity	School
Towel	Necessary quantity	School
Plastic bag	Necessary quantity	School
Piece of wood (as a splint, if available)	Necessary quantity	School
Remarks	Triangular bandages need to be purchased.	
"Souvenirs" to Take Home		
Instruct the children to tell their parents about what they have learned in the program because there are many adults who do not know these methods.		
Additional Information about this Program		
It is important to administer first aid, but it is possible that the helpers will be infected with various diseases if they touch body fluids of the sick and the wounded, such as blood and vomit. The effort will come to nothing if the rescuers get infected with diseases and it leads to irreparable consequences. Therefore, properly teach the children the importance of infection control, for example, using plastic gloves when administering first aid in order to avoid touching blood and vomit directly, and using a mouthpiece when giving mouth-to-mouth respiration.		
How Parents can Participate		
This program is taken from part of the emergency training programs and lectures for adults. Therefore, ask the parents to participate in the program if there is a chance.		
Variations		
(1) It is also effective to conduct training on how to make blanket stretchers in combination with this program under the theme of rescue and relief operations.		
(2) If the children are learning well, it is also possible to hold a competition (see the Description).		
Comments of Children who Participated in the Program (in Japan)		
<ul style="list-style-type: none"> • It was good that I was able to learn how to fold a triangular bandage without putting it on the floor. • If I bleed now, I can have the bleeding stopped because there are bandages and plasters, but when a disaster happens, I want to remember today's lesson and do what I learned. • I want to help injured people and fallen people when a disaster happens. 		

Showdown! Bucket Brigades

Children obtain
skills

11

Program Outline

Although bucket brigades are often conducted in local community's emergency drills, this program makes children compete to see which team can fill the tank the fastest, instead of conducting a normal fire drill using bucket brigades.

Objective

Children will learn the importance of cooperating with each other in emergencies and foster a spirit of mutual help.

Grade	Lesson Type	Venue	Length	Participant Size
All	Practical training	Indoors	30 min.	1 class to the whole school

Content

[Preparation]

- Prepare the water source (water tanks, tap water, etc.).
- Prepare the buckets, etc.

[Introduction]

(1) Explain that, in the Great Hanshin-Awaji Earthquake, fire crews alone could not fight the fires because the fires occurred in many places and so the residents cooperated with each other to fight the fires using bucket brigades (see the Description).



[Letting the children compete in their own way]

(2) Divide the children into teams and start a competition to fill a tank with water. Let them try in their own way, even if they do not form a bucket brigade.



[Explanation about the correct method]

(3) Explain the effective bucket brigade method (see the Reference).



[Holding another competition using the correct method]

(4) The children compete again using bucket brigades.
(5) Ask them which method was more effective when comparing the first method to the second method.



Important Points when Giving Guidance

It is important to devise ways to let children learn that cooperating with each other will make the activity more effective rather than each person acting individually.

Cooperation with other Organizations		
When conducting this program, ask parents, the fire station, community residents, etc. to assist with the preparation of the equipment and materials, giving guidance and conducting safety management.		
How the Local Community (Disaster Prevention Organization) can be Involved		
Ask them to give guidance on bucket brigades, etc. They can also participate in the training with children.		
Assistance from Fire Station Staff and Volunteer Fire Corps Members		
They assist with the preparation of the water tanks and buckets and giving guidance on bucket brigades.		
Necessary Equipment and Materials (Standard Items and Quantities)		
Name of the equipment/material	Quantity	Can be Prepared by
Items which hold water such as buckets, washbowls and plastic bags	Necessary quantity	Home, community, school
Other items in which water can be carried (Try many different items.)	Necessary quantity	Home, community, school
Water tank (for a water source)/ (to fill with water in competitions)	1 each	Fire service
Trolley	1	School, fire service, community
Hose (to pour water into a tank for a water source)	1	School
Fire pump , Fire hose	1 each	Fire service, etc.
Remarks	(1) The program can be made more interesting by for example putting a basket ball in the tank (to fill with water in competitions) so that the ball falls out of the tank when the tank is filled with water. (2) A fire pump is useful to discharge water from the tanks used for bucket brigades.	
How Parents can Participate		
(1) This is a good program for parents to participate in because there is no limit in the number of participants and the method can flexibly be adjusted depending on the number of participants, etc. (2) This will also be a useful experience for the adults because adults also do not know effective bucket brigade methods in many cases.		
Lessons Learned from Past Earthquakes and other Disasters which are Related to this Program		
(1) In the Great Hanshin-Awaji Earthquake (occurred in Japan), different items which can be used to carry water were collected to fight fires using bucket brigades, because there were a limited number of buckets available. Some survivors even called bucket brigades as "trash bin brigades." (2) Bucket brigades can be used to carry various goods besides water for firefighting. For example, bucket brigades can be used to take relief supplies and water to the upper floors of tall buildings and to remove large quantities of rubble from collapsed houses.		
Variations		
If various goods which can carry water in them are collected and used in addition to buckets, the participants can learn to utilize different items according to the circumstances (plastic buckets, trash bins, plastic bags, washbowls, etc.)		
Comments of Children who Participated in the Program (in Japan)		
<ul style="list-style-type: none"> • The buckets were heavy. • I want to help people by working with my neighbors when a disaster happens. • I want to practice more because it will cause a lot of damage if we do not put out fires more quickly. • I realized that cooperation is important. • If there is a real fire, I want to put it out using the bucket brigade method that I learned today. 		

**School Disaster Prevention
Education Programs
(description / reference)**

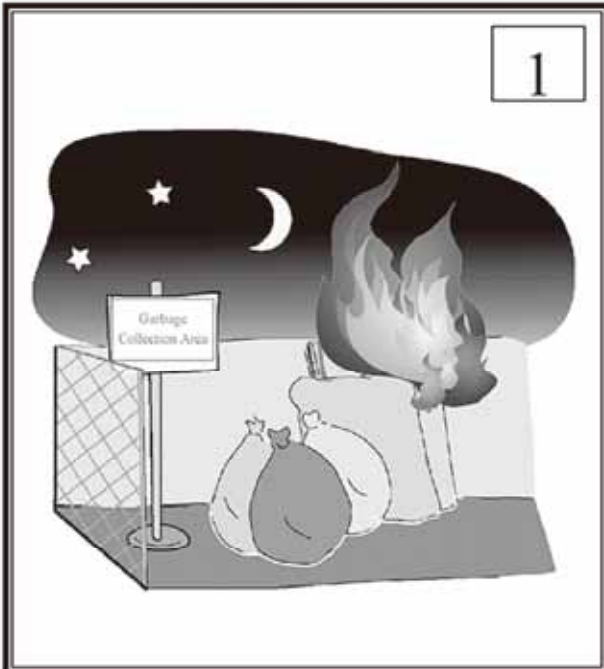
Program No.		Description No.3		
3		Program Name		
Drawing your Image of an Earthquake				
Learning Goals				
Find out the difference between the image of earthquakes that children have and the visual images from actual earthquakes. Imagine what our town will be like when an earthquake hits and learn the necessity of earthquake preparedness. Learn how important it is for us to lead our daily lives and appreciate what we may take for granted.				
Relationship with Other Subjects				
"Drawing and Manual Arts" - Learn a method of expression through drawing and the skills of drawing "Ethics" - Learn the spirit of cooperation and the importance of living - Learn the role of local communities				
Timetable				
Introduction	Draw a picture	Give a presentation on the drawing	Conclusion	
5 minutes	15-20 minutes	10-15 minutes	5-10 minutes	
Procedures (Support and Points of Concern)				
<p>[I. Introduction (5 minutes)]</p> <p>A. Tell children that almost every year big earthquakes hit some countries in the world and they cause big damages. (It may be a good idea to ask children what they know about earthquakes.) (If your country has suffered from an earthquake, you may talk about the damages briefly.)</p> <p>B. "Let's draw pictures of earthquakes. What do you think will happen to our town when there is a big earthquake? Image and draw a picture of your imagination." (Do not give any specific images of earthquakes. Let children draw freely.)</p> <p>[II. Draw a picture (15-20 minutes)]</p> <p>A. No group work needed. Each child draws on their own in a class.</p> <p>[III. Presentation of pictures (10-15 minutes)]</p> <p>A. Show the picture to classmates. If the time allows, all children, or some children if difficult, give a presentation of their pictures in front of the class, telling the class what kind of images they had when drawing it.</p> <p>B. It may be a good idea to summarize on the blackboard what images children had.</p> <p>[IV. Show actual visual images / Conclusion (5-10 minutes)]</p> <p>A. Show photographs or movies of earthquakes (images of destroyed buildings, fire, and tsunami) to children and tell what kinds of damages are caused by earthquakes. Tell children an earthquake may cause not only collapse of buildings but also fire and tsunami.</p> <p>B. Make children aware the difference between their own images of earthquakes and what they have learned and have them write about it. Have children present what they wrote in front of the class.</p> <p>(Conclusion)</p> <p>A. Tell children our usual daily lives may be disrupted when an earthquake hits, for example, there will be no electricity, gas, or water, or roads and buildings may be collapsed. (Realize how fortunate it is for us to be able to lead our daily lives and appreciate it)</p> <p>B. Think what we should do when an earthquake occurs.</p> <p>C. Ask children to talk with their family when they go home if they prepare for earthquakes as we discussed today. (If your country, your school, or a teacher from your school has suffered from an earthquake, tell the experience to children.)</p>			<p>Learning Activities for Children</p> <ul style="list-style-type: none"> o Imagine an earthquake and draw a picture "Will buildings collapse when an earthquake hits?" "Will roads be disrupted?" "Will my house collapse?" o Give a presentation using the drawing "So-and-so drew a picture of her house." "So-and-so drew a fire." "So-and-so drew a collapsed train." o Compared with the actual photographs of earthquakes, write down what is different from your drawing. "I learned that an earthquake may cause a fire." "I learned that many buildings may be destroyed." "I learned that an earthquake may cause tsunami." "I saw injured people." "I learned that some people lost their houses." o Consider what can we do to prepare for an earthquake. "We should make houses and roads stronger." "We should prepare an evacuation backpack." "We should hold evacuation drills often." "We should fix closets and other big pieces of furniture." 	
Development toward/Relationship with Other Programs				
<ul style="list-style-type: none"> · After gaining knowledge about earthquakes, learn practical ways to respond to earthquakes (e.g. how to evacuate from school in case of an earthquake) in Program 7 "Evacuation Drill (in case of an earthquake)." · Learn how to transfer people in case of a disaster, how to administer first aid, and how to extinguish a fire in Programs 9, 10, and 11. 				

Program No.	Reference	Description No.4	
4	4-1		
Program Name			
Emergency Reporting Drill "Call XXX in the Case of Injuries and Fires!"			
Learning Goals			
Gain knowledge of reporting fire and emergency cases and learn how to report it			
Relationship with Other Subjects			
"Social studies" - Learn roles of the fire department and reporting system			
Timetable			
Introduction	Reporting practice	Conclusion	
5 minutes	10 minutes	5 minutes	
Procedures (Support and Points of Concern)			
<p>[I. Introduction (5 minutes)] A. Explain to the children about when and where to report cases of a fire or other emergency, as well as from where a fire engine or an ambulance is dispatched.</p> <ul style="list-style-type: none"> · When do we report? In case of a fire or emergency (sudden illness, a traffic accident with an injured person, or injuries), call the fire station. * In case of an incident or an accident, call the police. * Depending on the country, the emergency telephone number and fire reporting number are different. Give an appropriate explanation according to the situation. · Where do we report? In the case of Kobe City, all the fire and emergency calls within the city are directed to the "Fire Department Control Room." Explain that they are not calling the nearby fire station when they make an emergency call. So, it is important that they give precise information about where they are calling from. · Where is an ambulance or a fire engine dispatched from? In the case of Kobe City, after receiving an emergency report, the Control Room will automatically select the fire station that is the closest from the emergency site, and order to dispatch a fire engine or an ambulance from there. <p>B. Tell the children that they will learn how to make an emergency call in today's lesson.</p> <ul style="list-style-type: none"> * Preparation - prepare a telephone (a broken phone or a toy phone can be used for the exercise) to make an emergency call 		<p>Learning Activities for Children</p> <ul style="list-style-type: none"> ◦ Learn the mechanism of an emergency call <ul style="list-style-type: none"> · In case of fire or emergency, call XXX. · The emergency call will be directed to XXX (place). (It differs according to countries.) · Where is a fire engine or ambulance dispatched from? (the fire station, etc.) ◦ Conduct a reporting practice. <ul style="list-style-type: none"> · Four situations ◦ Talk about how they felt during the demonstration in front of the class. 	
<p>[II. Reporting practice (10 minutes)] A. Using Reference 4-1 ("Report Accurately"), learn how to make an emergency call for each type of situation. Please refer to Reference 4-1 (Teacher's manual) for details. B. Ask some children to demonstrate the call in front of the class for each situation. Ask them how they felt. According to the timetable, adjust the number of children who can demonstrate in front of the class.</p>			
<p>[III. Conclusion (5 minutes)] A. Review where an emergency call is directed to and where an ambulance or fire engine is dispatched from. At this point, explain reporting not only for fires but also for emergencies or to the police, including the telephone number. B. Explain to the children why they must not make emergency calls for fun because it is for a citizen who needs to make an urgent call. C. Instruct the children to first look around to find an adult and ask for help in a loud voice, in case of a fire. D. Conclude the lesson by sharing the teacher's experiences, etc.</p>			
Development toward/Relationship with Other Programs			
<p>* This program lasts approximately 20 minutes (it can be adjusted by changing the number of children who give phone demonstrations), and can be combined with other topics.</p> <ul style="list-style-type: none"> · After learning how to make an emergency call, develop the topic by combining it with Program 8 or 11 for learning the skills of extinguishing a fire, or Program 10 for learning how to administer first aid. 			



Report it accurately!

You are a witness. There aren't any adults around you. You have to report now.



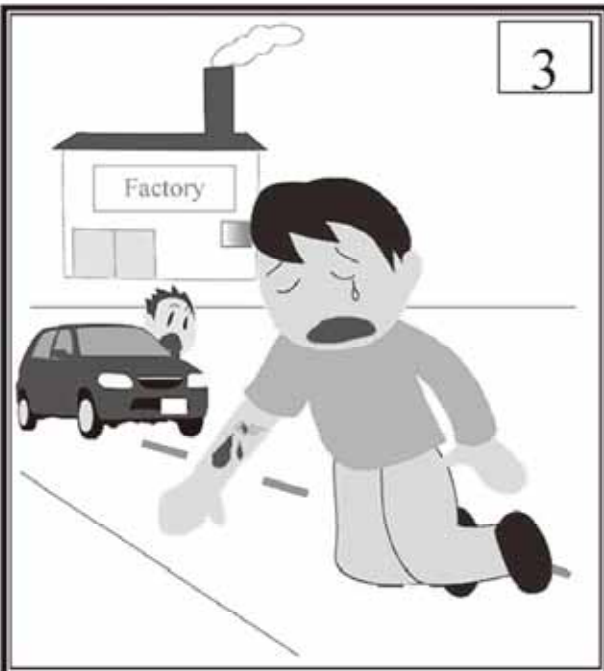
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This is a garbage collection area near your house.



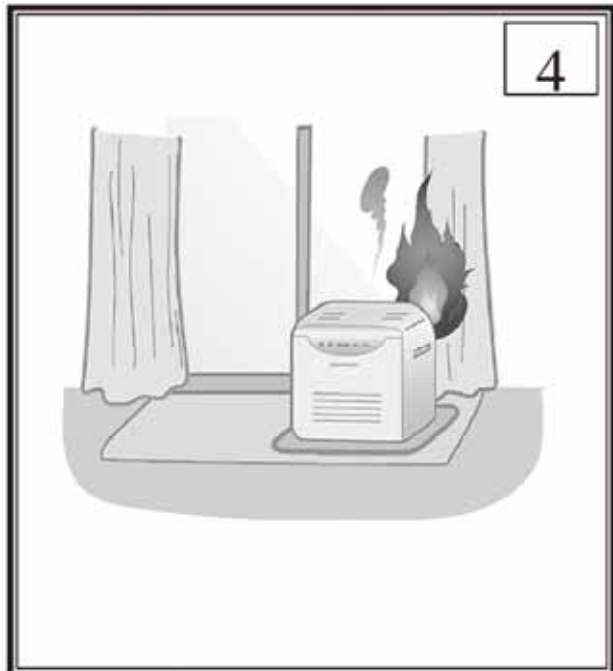
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This is a house near your elementary school. There is another house next to this house. (There seems to be no one in these houses.)



3

A friend of yours was hit by a car and got injured. (There is a factory in the neighborhood.)



4

This is in your house. (Be careful not to let this kind of thing happen. This is only a drill.)

Example of how to respond as a Control Officer

[In case of a fire] (1)



(2)



(4)



The role of a control officer	Example of responses of a reporter
* There is an incoming telephone call. "Hello, This is the Control Room of XX City Fire Department. Is it a fire or an emergency?"	"It's a fire."
"It's a fire, isn't it? What is on fire?"	"XX is on fire."
"Where is it?"	(Child responds with the address of their house or the school.)
* In case of not being able to tell the address "Can you see any landmarks nearby?"	"There is an elementary school."
"Can I have your name, please?"	"My name is XXXX."
"Could you tell me your telephone number?"	"It's XXX-XXXX."
* (Add a few optional dialogues)	
"OK. We will dispatch a fire engine immediately. If it is dangerous, please evacuate to a safe place."	"Yes, I will."
* Hang up the phone.	* Hang up the phone.
Optional dialogues:	
"Is there anything that burns easily near the fire?"	"There is another house." "No, there isn't."
"How big are the flames?" "How high is the blaze?"	"It is as high as my height." "I don't know."
"Are there any adults around you?"	"No." "Yes."
* If so, "Tell the person about the fire immediately."	"Yes, I will."
* Situation 2: "Which part of the house is on fire?"	"The second floor is on fire."
* Situation 2: "Is anyone still inside the house?"	"I don't think there is anyone inside the house." "I don't know."
* Situation 4: "Do you have a brother or sister with you now?"	"No." "Yes."
* If Yes, "Evacuate with them immediately."	"Yes, we will."
* Situation 4: "Is there a fire extinguisher in your house?"	"Yes, there is." "No, there isn't."
* If Yes, "Do you think you can put the fire out?"	"Yes, I will try." "No, I don't think I can do it."
If the child cannot respond, or hesitates to respond, solicit a response by changing the question.	

Example of how to respond as a Control Officer

[In case of an emergency] (3)



The role of a control officer	Example of responses of a reporter
* There is an incoming telephone call. "Hello, This is the Control Room of XX City Fire Department. Is it a fire or an emergency?"	"It's an emergency."
"It's an emergency, isn't it?" "What happened?"	"A friend of mine was hit by a car."
"Where is it?"	(Respond with a possible address)
* In case of not being able to tell the address "Can you see any landmarks nearby?"	"There is a factory."
"Can I have your name, please?"	"My name is XXXX."
"Could you tell me your telephone number?"	"It's XXX-XXXX."
* (Add a few optional dialogues)	
"OK. We will dispatch an ambulance immediately. When the ambulance arrives, direct it to the emergency site."	"Yes, I will."
* Hang up the phone.	* Hang up the phone.
Optional dialogues:	
"Is the injured person conscious?"	"Yes."
"Where was he/she injured?"	"His/her hand is injured."
"How does it look?"	"It's bleeding."
"Did he/she hurt other body parts?"	"I don't think so."
"What was the accident like?"	"A car hit him/her."
"What kind of car was it? Was it a truck?"	"No, it was a car."
"Where is the injured person now?"	"On the road."
"It's dangerous on the road, so move him/her to the sidewalk."	"Yes, I will."
"Is there anyone else who got injured?"	"No."
"Isn't the driver trapped inside the car?"	"No."
"Is the driver injured?"	"Yes, he/she is."
If the child cannot respond, or hesitates to respond, solicit a response by changing the question.	

Program No.	Reference	Description No.5	
5	5-1		
Program Name			
School Exploration to Find Disaster Prevention Resources			
Learning Goals			
Learn about the disaster prevention system at the elementary school and how we should behave during a disaster.			
Relationship with Other Subjects			
"Social Studies" - Learn about the usual preparations for disasters - Learn about the roles of the public facilities, such as schools.			
Timetable			
Introduction and preliminary explanation	Exploration of the school	Presentation and conclusion	
5-10 minutes	25-30 minutes	10 minutes	
Procedures (Support and Points of Concern)			
<p>[I. Introduction and preliminary explanation (5-10 minutes)]</p> <p>A. In Japan, elementary schools etc. are used as emergency evacuation areas. Based on the situation in your country, discuss the places to evacuate and their roles.</p> <p>B. Talk about damages caused by earthquake disasters in your country and other countries.</p> <p>C. Explain in advance what kind of facilities a school has. (Explain the roles and methods of using those facilities.)</p> <p>D. Tell children, that in this program, we are going to explore the school to actually look at the facilities that can be used as the emergency evacuation area, such as a gymnasium, etc., the equipment that is available in case of a fire or places that may be dangerous.</p> <p>E. Give instructions and take precautions before exploring the school (Do not disturb other classes, explain places where children are not supposed to go, such as the roof, do not explore alone, do not go off the school grounds, etc.)</p> <p>F. It may be more effective and safe to make groups and allocate them areas to explore in advance. Utilize or distribute Reference 5-1, and explain tips for exploration.</p> <p>G. Confirm the disaster management system in the school and check what kind of facilities the school has. (by teachers)</p> <p>[II. Exploration of the school (25-30 minutes)]</p> <p>A. Set a time for children to meet and start exploring the school.</p> <p>B. Teachers can be placed in the areas where children might disturb other classes or places that may be difficult for children to find (including places that have hazardous items, such as a science room, or places that may be difficult to find, such as fire hydrants in the building).</p> <p>C. If possible, put up signs indicating such places.</p> <p>D. If a floor plan of the school building is available, make copies and distribute them to the children. This will be a useful tool for the exploration.</p> <p>[III. Presentation and conclusion (10 minutes)]</p> <p>A. Ask each group to give a presentation describing what they found during their exploration. It may be a good idea to ask them to write a summary of their presentation on the blackboard. It may be useful if there is an enlarged floor plan of the school building on the blackboard.</p> <p>B. If copies of the floor plan of the school building are distributed, each child can write their findings on them.</p> <p>C. When children talk about the equipment they found, additional explanations can be given, such as how to use the equipment.</p> <p>D. After the presentation, give an additional explanation if needed. (See the reference 5-1(Teacher's manual).)</p> <p>E. As part of the conclusion of this program, tell children where the equipment is stored, and how to use it in response to a disaster, such as in a classroom, a music room, or a gymnasium. Conclude the lesson by introducing the teacher's experience, etc.</p>		<p>Learning Activities for Children</p> <ul style="list-style-type: none"> ○ Learn about roles that a school takes during an earthquake disaster. ○ Learn about various disaster prevention facilities located inside the school. ○ Learn about the procedures for exploring the school. <ul style="list-style-type: none"> · Where to look (areas) · What to look for (listed below) · Places that children should not go · Do not speak loudly. Do not run, etc. ○ Exploration of the school <ul style="list-style-type: none"> <Utilizing Reference 5-1> · Things and places to be used when the school is used as an emergency evacuation area. · Things to be used in case of a fire. · Dangerous places and things. · Things that can assist people. ○ Give a presentation on what they found during the exploration. ○ Make notes on a blank map 	
Development toward/Relationship with Other Programs			
<ul style="list-style-type: none"> · This program can be used before or after the actual evacuation drill (Program 7) to increase children's understanding. · After the exploration of the school, try an exploration in the community (Program 6). 			

School Exploration to Find Disaster Prevention Resources

Grade() Class () Name(_____)

Place that I explored (_____)

Let's explore!

[Places and things in the school that are available when the school becomes an emergency evacuation area]

Example) Place (1st floor) - Gymnasium (place that evacuees stay)

[Things to be used in case of a fire and things used to alert people about a fire]

[Dangerous places and things]

[Things that can assist people]

School Exploration to Find Disaster Prevention Resources

Grade() Class() Name(_____)

Place that I explored (_____)

Let's explore!

[Places and things in the school that are available when the school becomes an emergency evacuation area]

- Emergency evacuation areas - the gymnasium and the auditorium, etc.
- Athletic field - Evacuees can stay in tents and cars placed in the athletic field when those places listed above become full. It is also used as an evacuation area for students in case of a fire.
- Bathroom - evacuees can use it.
- Water fountain - same as above
- Swimming pool (with water) - the water can be used for daily use when another water supply is not available.
- Blankets, etc. - if there are other items available in the school that can be used to manage an emergency evacuation area, introduce them at this time.

[Things to be used in case of a fire and things used to alert people about a fire]

- Fire extinguishers - tell children that they should confirm their location in the building (adults will put out the fire)
- Fire hydrants in the building - tell children that they should not leave things around the fire hydrants
- Fire alarm apparatus - the control panels are installed in the teachers' room and custodian's room. → Tell children what to do when a fire alarm goes off.
- Compact power pump - if there is a storage area for supplies and materials, introduce it to children. (blankets and buckets, etc.)

[Dangerous places and things]

- Science Room - dangerous materials, etc.
- Kitchen - gas, etc.
- Things that may fall (lockers, etc.)
- Introduce places and things according to situations.

[Things that can assist people]

- AED (automated external defibrillator) - notify children of the place it is installed.
- Supplies and materials for disaster prevention - if these are available in the school, tell children about them with the location where they are stored.
- Health Room - first-aid medicine and stretchers, etc.

* Confirm in advance about the disaster prevention systems and the fire control systems of the school.

* The above are examples in Japan. Your explanations may need to be changed to suit the situations in your country.

Program No.	Reference	Description No.6			
6	6-1	Program Name			
Walking in the Town to Find Disaster Prevention Resources					
Learning Goals					
Learn about disaster preparedness in the community and dangerous places in the school district					
Relationship with Other Subjects					
"Social studies" - Learn about the role of local communities and daily preparation					
Timetable					
Introduction	Exploration of the town	Creating a safety map	Presentation	Conclusion	
15 minutes	30-40 minutes	30-40 minutes	10-15 minutes	5 minutes	
Procedures (Support and Points of Concern)					
<p>[I. Introduction and preparation (15 minutes)]</p> <p>A. This topic is related to "Community Safety Map" under the part of "Community Emergency Drill Programs." When the children actually go and explore the town, cooperate with the local community and give this program.</p> <p>B. Explain in advance why creating this map is necessary and what they can look for to create the map.</p> <p>C. If a blank map of the town is available, that can be used.</p> <p>D. If you can get support from people in the community and staff members of the fire department or the volunteer fire corps, request that they wait for the children at specific necessary places to give them explanations or operate safety control.</p> <p>E. Divide the class into small groups in advance and allocate them the areas to go to for their research. Keep in mind that the exploration areas should not be too large. Avoid deserted and busy streets to prevent children from accidents or incidents.</p> <p>[II. Exploration of the town (30-40 minutes)]</p> <p>A. Tell the children what time they should meet, then to start their exploration with a blank map. Make sure to tell the children to watch out for cars and to use crosswalks. It may be a good idea to choose a leader for each group.</p> <p>B. Make appropriate preparations, how to contact or where to contact, in case of an emergency, such as giving children cards with the school telephone number on them as well as some change to make telephone calls. If you can get support from people in the community, ask them to stand in certain places during the exploration. It may be a good idea to ask them to explain about disaster prevention equipment and materials in front of the storage area.</p> <p>C. Utilize Reference 6-1, write down things that you find out in a sequential manner.</p> <p>[III. Creating a safety map (30-40 minutes)]</p> <p>* Have children take a break in a timely manner</p> <p>A. After coming back from the exploration, each group writes down all their findings on a blank map. It may be a good idea to list all the findings on a big sheet of paper.</p> <p>B. If you can get support from people in the community or the fire department, ask them to take part in creating a safety map and give their opinions.</p> <p>C. If you can prepare a large blank map to put up on the blackboard, have each group of children write down their findings on it according to their exploration areas. This way, an original safety map will be created.</p> <p>[IV. Presentation (10-15 minutes)]</p> <p>A. Each group will give a presentation based on the safety map they made. It may be a good idea to ask them to share their opinions about the exploration in the community.</p> <p>B. If children miss some points, teachers can give additional explanations. If people from the community are present, ask them to share their opinions.</p> <p>[V. Conclusion (5 minutes)]</p> <p>A. Discuss the necessity of doing daily research in the community and the importance of making necessary preparations in case of a disaster, such as an earthquake.</p> <p>B. Tell children that they should also be aware of dangerous places in the community and confirm their evacuation route on a daily basis (from school to home, home to the evacuation area) in case of a disaster. (Confirm in advance the evacuation areas in the community)</p> <p>C. Tell children to talk about the emergency route and area with their family.</p> <p>D. Conclude the lesson by introducing the teacher's experience, etc.</p>			<p>Learning Activities for Children</p> <ul style="list-style-type: none"> ◦ Learn the method of exploring the town <ul style="list-style-type: none"> · Where is the exploration area? (School district, up to XX Town, XX Street) · What is the exploration time? (1st and 2nd period) · What do they explore? · What are the points of concern? (Method of contacting teachers in case of an emergency, etc.) ◦ Explore the town <ul style="list-style-type: none"> · Act in a group · Explore only the designated area · Come back to the meeting point on time ◦ Create a safety map (each group) <ul style="list-style-type: none"> · Write what you discover on the blank map ◦ Give a presentation on the findings based on the map created. ◦ Share opinions about the exploration. 		
Development toward/Relationship with Other Programs					
· It may be a good idea to explore the school using Program 5 before exploring the community.					

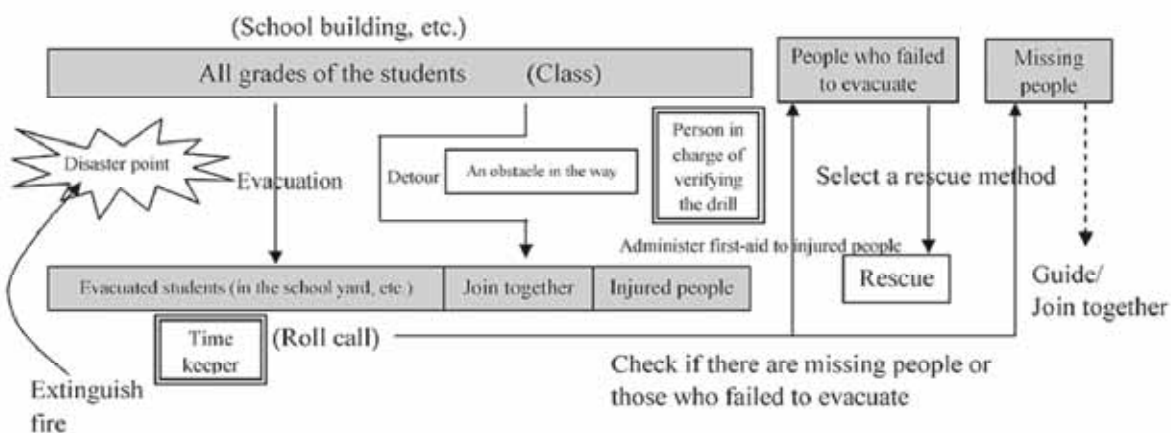
Program No.	Reference	Description No. 7
7	7-1	
Program Name		
Evacuate Safely and Surely! (Evacuation Drill)		
Learning Goals		
Learn the necessity of evacuation drills at school and the procedures of how to actually evacuate from the school building.		
Timetable		
Evacuation drill	Conclusion	
15 minutes	5 minutes	
Procedures		
<p>[I. Preliminary preparation] * Regularly conduct evacuation drills in case of a fire in the school or an earthquake. As a preliminary study, children learn how to evacuate from the school building in case of a fire or an earthquake. Gain enough knowledge about the evacuation plan in each school and confirm how to report the incident, the evacuation areas, evacuation methods, methods of extinguishing a fire, and how to transport injured people, etc. (by teachers)</p> <p>[II. A specific plan for an evacuation drill] A. Discuss and decide at the teachers' meeting what kind of evacuation drills the school should have in case of a fire or an earthquake, using Reference 7-1 "A Scenario of An Evacuation Drill." B. Based on the scenario, determine the roles of each teacher. It is possible to have some teachers experience the drill with the children (without telling them some part of the scenario). Please try. In such a case, the principal, vice-principal, and the teachers in charge should create the scenario, and conduct the drill without giving other teachers and students the information about the disaster point, obstacles in the way, and missing people, etc.</p> <p>[III. Implementation of the drill (15 minutes)] A. Conduct the drill based on the plan. Depending on the contents of the drill, designate people for keeping time, validating the drill, and those who play the role of injured people. B. Teachers and students who play the roles of injured and missing people will be given an explanation, in advance, about their roles, including the location. Tell these students not to talk about their roles with other students. C. The fire drill will start when an automatic fire alarm will go off and an announcement will be given throughout the entire school. As a more practical method, a warning flare can be used in a hallway in order to visually alert the students. This will be the beginning of the drill. In such a case, it is necessary that students inform other students in different classes and different grades of a fire (in the case of a fire drill). D. In the case of an earthquake drill, it may be a good idea to broadcast the rumbling sound of an earthquake in the school public address system to give a more realistic touch. E. After the signal of a disaster, children will evacuate the school building to the schoolyard with the guidance of the teachers. Evacuate with the 3 DON'TS: Don't push, don't run, and don't talk. When there is an obstacle in the way, take a detour. In the case of an earthquake drill, children should go under their desks first, and then start the evacuation. F. When all the children have evacuated to the schoolyard, take a roll call to check if there are any missing people (who failed to evacuate). If there are missing people, teachers in charge will search for them. Other teachers will extinguish the fire (in the case of a fire drill), and administer first-aid if there are injured people. Rescuing people may be done by the firefighting team. (The team can rescue people on the roof using a ladder truck.) * Children can learn about the firefighters' job.</p> <p>[IV. Conclusion (5 minutes)] A. The principal or the head of the fire department can give feedback. The teacher in charge will inform everyone on how many minutes it took to complete the entire evacuation and comment on some points about the drill.</p>	<p>Learning Activities for Children</p> <ul style="list-style-type: none"> ◦ Children who play the role of injured people will be given an explanation in advance and play the role accordingly. ◦ After the emergency alarm goes off, children will evacuate from the school building according to the teachers' instructions. <ul style="list-style-type: none"> - If the drill is for an earthquake, children should go under their desks first. - If the drill is for a fire, children should cover their mouths with handkerchiefs, etc. and evacuate from the building by keeping their posture as low to the ground as possible. - DON'TS: Don't push, don't run, don't talk, don't return and don't approach. 	
Development toward/Relationship with Other Programs		
<ul style="list-style-type: none"> · An evacuation drill will usually last approximately 20 minutes. After the drill, it may be a good idea to continue with other programs. · It may be followed by a practice of having students picked up by their parents. (Children can go home with their parents after the practice.) 		

Evacuation drill scenarios

1. In the case of a fire drill

- (1) Determine the disaster point ()
- (2) Determine the size of the fire (Possible to extinguish with a fire extinguisher, Possible to extinguish using a fire hydrant, Or Impossible to conduct the primary extinguishment)
- (3) Placement of injured people (Yes: persons/No) (Place:) (Role players: Teachers/Students)
- (4) Presence of people who failed to evacuate (Yes: persons/No)(Place:) (Role players: Teachers/Students)
- (5) Setting a time for the occurrence of the disaster (During a break, During a class: period, During lunch time, Other ())
- (6) Presence of an obstacle in the way to evacuate (Yes/No) (Place: detour:)
- (7) Presence of missing people (Yes: persons/No)(Place:) (Role players: Teachers/Students)
- (8) Placement of teachers who are in charge of verifying the drill (Time keeper/Person who verifies the drill: Places)

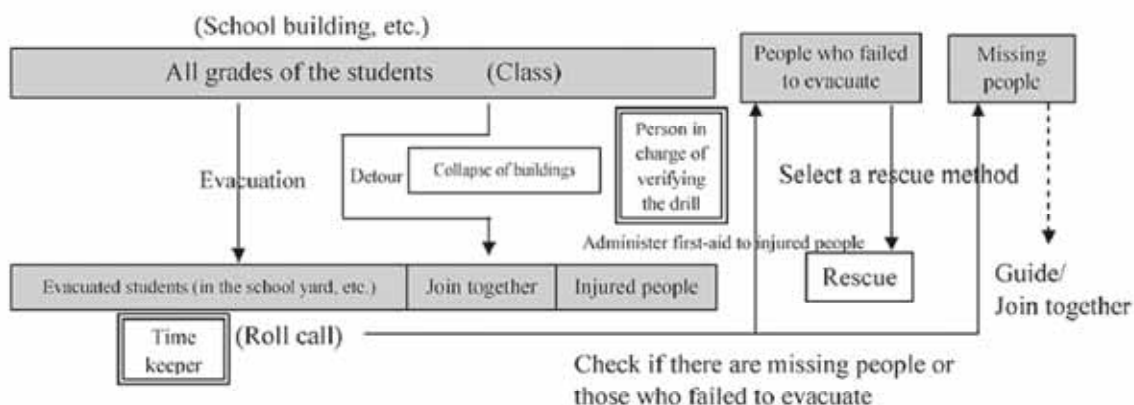
[Procedures of the drill]



2. In the case of an earthquake drill

- (1) Determine the size of the earthquake (Intensity of the earthquake: Damage of buildings:)
- (2) Setting of the damage in the building (Yes/No) (Place: Detour:)
- (3) Placement of injured people (Yes: persons/No) (Place:) (Role players: Teachers/Students)
- (4) Placement of missing people (Yes: persons/No)(Place:) (Role players: Teachers/Students)
- (5) Presence of people who failed to evacuate (Yes: persons/No) (Place:) (Role players: Teachers/Students)
- (6) Setting a time for the occurrence of the disaster (During a break, During a class: period, During lunch time, Other ())
- (7) Placement of teachers who are in charge of verifying the drill (Time keeper/Person who verifies the drill: Places)

[Procedures of the drill]



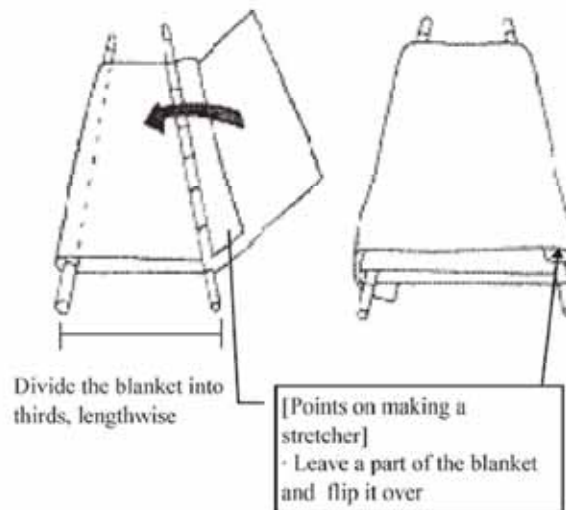
* The scenario can be modified for the case of a tsunami, finding a suspicious object or person, etc. Be creative and make your own scenario.

Program No.		Description No.8	
8			
Program Name			
Target Shooting Game with Water Fire Extinguishers			
Learning Goals			
Learn how to use fire extinguishers through a training that is like a shooting game			
Relationship with Other Subjects			
"Social Studies" - Learn about preparation for disasters			
Timetable			
Introduction	Using water extinguishers for a training purpose	Conclusion	
5 minutes	10-35 minutes (according to the number of participants)	5 minutes	
Procedures			
<p>[I. Preliminary preparation]</p> <p>A. If you can get support from the fire department, volunteer fire corps, or people in the local community, they will prepare the necessary materials and provide guidance on how to use water extinguishers.</p> <p>B. It may be a good idea to request the students' parents to participate in the training.</p> <p>C. The fire department and the local government may have water extinguishers for training purposes and educational models of the fire extinguisher for the training. Contact the local government with inquiries.</p> <p>Preliminary study</p> <p>Preventive measures in the community for disasters and why the community prepares such measures can be studied before the training. This way, children can improve their understanding when they see participants from the local community.</p> <p>Children will also learn where fire extinguishers are installed.</p> <p>[II. Introduction (5 minutes)]</p> <p>A. Give the following information to children: Fire extinguishers are used to put out the first stage of a fire (which is before any flames reach the ceiling). Children should not try to extinguish a fire and should evacuate immediately and inform adults. Water extinguishers that are going to be used are made for training purposes and cannot be used for an actual fire. An actual dry-powder type fire extinguisher will release the powdered agent when the lever is squeezed and continue administering the agent until it becomes empty (approximately in 15 seconds).</p> <p>B. For this training, the class can be divided into groups and they can compete with one another. This way, the children can enjoy a game element in the training.</p> <p>[III. Using water extinguishers for training purposes (10-35 minutes)]</p> <p>· A shooting game with a plastic bottle (an empty bottle with a third full of water) as a target</p> <p>A. Put some of these plastic bottles on the desk.</p> <p>B. 1-3 people from each group will take part in this game. At the sound of Start, have each of them pick up a fire extinguisher and move toward the target. Then, have them pull the pin, aim the hose at the target, and squeeze the lever to release the water. (Adjust the number of participants and the targets according to the schedule.)</p> <p>C. To compete in this game, a group has to knock over all the bottles. The group that does it in the shortest amount of time will be the winner.</p> <p>D. If the bottles have too much water, they won't be able to be knocked over so easily. Adjust the amount of water in the bottles as needed.</p> <p>* You may create a target that will fall after being hit by the water. Be creative, so that children can enjoy the training.</p> <p>[IV. Conclusion (5 minutes)]</p> <p>A. When there are participants from the fire department or the community, ask them to offer their comments.</p> <p>B. Tell the children that they should teach their family members how to use fire extinguishers. They can also teach their family how to report a fire.</p> <p>C. Conclude the lesson by introducing the teacher's experience, etc. When there are participants from the community, acknowledge their participation with the children to conclude the training.</p>		<p>Learning Activities for Children</p> <ul style="list-style-type: none"> ○ Gain knowledge in advance about the fire prevention activities in the community and where fire extinguishers are located. ○ Listen to the explanation about the fire extinguishers and how to use them. <ul style="list-style-type: none"> · Carry the fire extinguishers closer to the fire. · Pull the pin and with the hose, aim at the fire. · Squeeze the lever to release the agent. ○ Play a shooting game using fire extinguishers (for training purposes). ○ Talk about how to use fire extinguishers at home with family members 	
Development toward/Relationship with Other Programs			
<ul style="list-style-type: none"> · This program will take at least 20 minutes. After the training, it may be a good idea to continue with other programs. · Combine with the evacuation drill (Program 7) · Learn how to report a fire (Program 4) · Learn other methods of extinguishing a fire (Bucket Brigade) (Program 11) 			

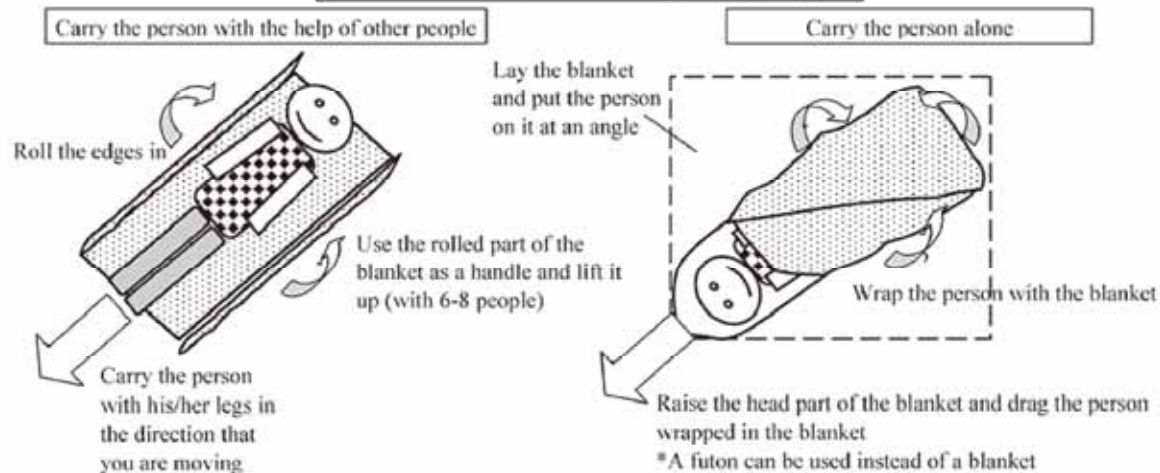
Program No.	Reference	Description No.9	
9	9-1		
Program Name			
Experiencing the Transportation of a Person Using a Blanket			
Learning Goals			
Learn that you can make a stretcher using things around you and learn how to do it			
Relationship with Other Subjects			
"Ethics" - Learn the importance of helping one another			
Timetable			
Introduction	Making a stretcher for carrying injured people	Conclusion	
5 minutes	10 minutes	5 minutes	
Procedures			
<p>[I. Introduction (5 minutes)] A. After the Great Hanshin-Awaji Earthquake, there were not a sufficient number of stretchers available. Therefore, people used things available around them, such as tatami mats, futons, blankets, and door panels, to carry injured people. B. Tell the children that, in this program, they will learn how to make stretchers using things around them and they will actually carry their classmates. C. Prepare things available in the school, such as blankets, bamboo poles or other poles, and learn that you can make stretchers out of them.</p> <p>[II. Making a stretcher/carrying people (10 minutes)] A. It may be a good idea to divide the class into groups. Prepare the necessary materials for the number of groups. A group consists of around 5 members and they will cooperate with one another to carry the injured person. (One of the members will play the role of an injured person) B. Based on Reference 9-1 (How to Make Blanket Stretchers), children will actually make stretchers by themselves. Follow the instructions to make stretchers. C. One member from each group will play the role of an injured person, and the rest of the members will carry this person using the stretcher. Give instruction on points of concern when carrying the person with a stretcher, described at the bottom of the Reference 9-1. It is important that children put the stretcher down on the ground slowly to prevent the person on the stretcher from hitting his/her head. D. To avoid any accidents during this program, the distance of carrying students with the stretchers should not be for a great distance. A dummy may also be used as the injured person. E. Have children take turns playing the role of an injured person so that all the children can experience being carried by the stretcher. F. In the end, the teacher can play the role of an injured person and be carried by the children. In this way, the children can understand that the stretcher is strong enough to carry an adult. G. If time allows, try other methods of carrying people described in Reference 9-1.</p> <p>[III. Conclusion (5 minutes)] A. Listen to other children's impressions of being the one carrying the stretcher and of being carried on it. B. Other than blankets and bamboo poles used in this lesson, many other things around us can be used in case of a disaster, such as a trash can or garbage bags to carry water for putting out a fire, and plastic wrap to wrap around a wounded part for the purpose of hemostasis. These things may be prepared and stored in an emergency evacuation bag. C. Conclude the lesson by introducing the teacher's experience, etc.</p>		<p>Learning Activities for Children</p> <ul style="list-style-type: none"> ○Learn that people used, at actual earthquakes, things available around them to carry injured people. ○Listen to a lecture on how to make a stretcher. ○Make a stretcher and carry a person with it. ○Learn other methods of carry people (Reference 9-1) ○Share impressions about making a stretcher and being carried by the stretcher with other students in the class <ul style="list-style-type: none"> "It was so shaky that I was scared. I thought that we should carry people slowly." "Making a stretcher was much easier than I thought." "I was surprised to know that a stretcher can be made using such ordinary things around us." 	
Development toward/Relationship with Other Programs			
<ul style="list-style-type: none"> · This program will take approximately 20 minutes. After the program, it may be a good idea to continue with other programs. · Combine with the evacuation drill (Program 7) · Learn how to report a fire (Program 4) · Learn methods of extinguishing a fire (Program 8,11) 			

How to make a blanket stretcher

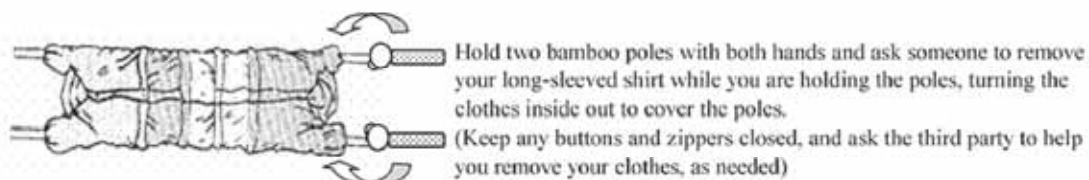
- Preparation 1 blanket
 2 bamboo poles (stilts can be used instead)
- How to make a stretcher out of a blanket (See the picture below)



Various ways of carrying people



A stretcher made out of clothes



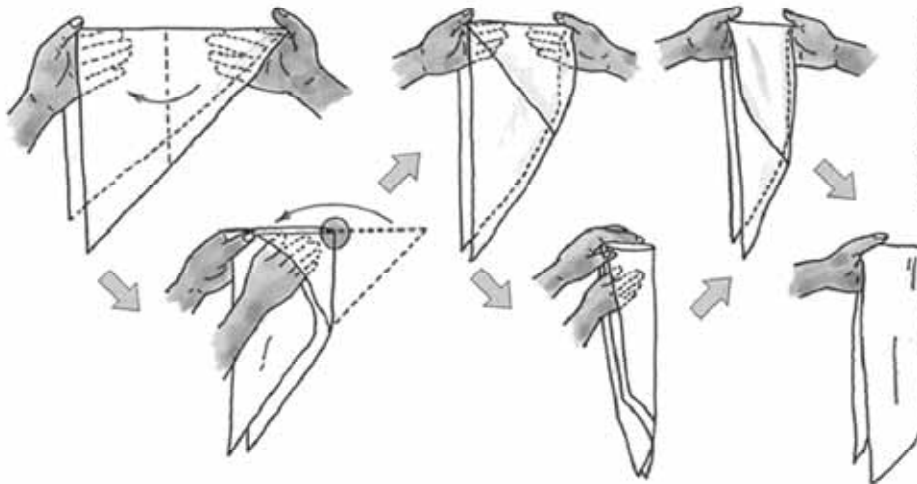
[Points to be concerned with while carrying a person]

- When carrying a person with the help of others, the person's leg should be at the front - This way, people who are carrying the person and who are closest to the person's head can see his/her face.
- Lift up slowly and put it down slowly. - Before putting it down, make sure the ground is flat underneath the blanket and lower it slowly to avoid the impact.
- When lifting it up and putting it down, lift up or put down on 3, as in "1, 2, 3!" so that you can do it at the same time. - Designate a leader to say, "1, 2, 3," and other people lift up or put down on 3. Poor coordination may tilt the blanket, which is dangerous.
- Watch your posture when lifting up! - When you lift something heavy, it can be a strain on your back. Bad posture may hurt your back.

Program No.	Reference	Description No.10	
10	10-1		
Program Name			
Let's Practice Treating Injuries			
Learning Goals			
Understand the necessity of administering first aid and learn the skills			
Relationship with Other Subjects			
"Health and Physical Education" - learn how to administer first aid			
Timetable			
Introduction	First-aid using a triangular bandage	Conclusion	
5 minutes	35 minutes	5 minutes	
Procedures			
<p>* Performing first-aid using a triangular bandage can be provided with the guidance of the rescue team. You may ask for guidance from those who know the method, such as teaching staff members or people in the community.</p> <p>[I. Introduction (5 minutes)]</p> <p>A. The basic rule of responding to an emergency is to report it as quickly as possible and administer first aid immediately. Tell the children that it is important that they inform an adult immediately when they encounter an emergency situation.</p> <p>B. Tell the children that the first-aid method that they will learn today will be useful in case of an emergency. When they actually administer first aid, it is important that they avoid touching other people's blood.</p> <p>[II. Training on how to administer first-aid using a triangular bandage (35 minutes)]</p> <p>A. Based on Reference 10-1 (First-aid using a triangular bandage), children will practice how to do it by actually using the bandages. First, practice "How to Fold a Triangular Bandage."</p> <p>B. Then try some of the methods of using a triangular bandage described in the Reference. Choose some methods, according to your schedule. There are 5 methods of using a triangular bandage to wrap the different body parts.</p> <p>C. Divide into pairs in the class and practice it on each other. Use a "reef knot" as a basic way of tying a bandage (see "Rope Knot Tying Training" in the part of "Community Emergency Drill Programs"). In this program, focus on how to use a bandage and it isn't necessary to mention too much about the tying.</p> <p><Hint for the program></p> <ul style="list-style-type: none"> · Play a game to practice some methods - once children learn some methods of using a bandage to wrap the different body parts, have them play a game to see which pair can wrap the body part the fastest and in the most accurate manner. Choose two methods from those that the children learned. When the teacher says, "Start," each pair will start wrapping their partner's body part using a triangular bandage. When a pair completes wrapping, they come in front of the teacher and have him/her check their tying. If it is too loose and comes off easily, they have to do it again. The first 10 pairs who successfully tie their slings are the winners. This way, children will enjoy the training more. <p>[III. Conclusion (5 minutes)]</p> <p>Think what you would do if you didn't have a triangular bandage. (Use a bandage, towel, or a handkerchief)</p> <p>A. Tell the children that we can use things around us in case of an emergency, when available supplies are limited. We can use plastic wrap for hemostasis, and a magazine or an umbrella for a broken arm or leg, in place of a splint.</p> <p>B. Tell children that it would be useful in case of an emergency if they keep a triangular bandage, towel or plastic wrap in their evacuation bag.</p> <p>C. Conclude the lesson by introducing the teacher's experience, etc.</p>		<p>Learning Activities for Children</p> <ul style="list-style-type: none"> ○ Learn the necessity of administering first aid ○ Learn how to use a triangular bandage to wrap the different body parts <ul style="list-style-type: none"> · How to fold a triangular bandage · Bandage the head · Bandage the forehead · Bandage the arm or leg · Cover the head (without folding the bandage) · Cover the hand or foot ○ Learn about useful things other than a triangular bandage <ul style="list-style-type: none"> · Use a handkerchief, towel, or plastic wrap, etc. instead of a bandage · Use a magazine or an umbrella, etc. instead of a splint 	
Development toward/Relationship with Other Programs			
· Learn how to call an ambulance for an injury using the Emergency Reporting Drill (Program 4).			

First-aid using a triangular bandage

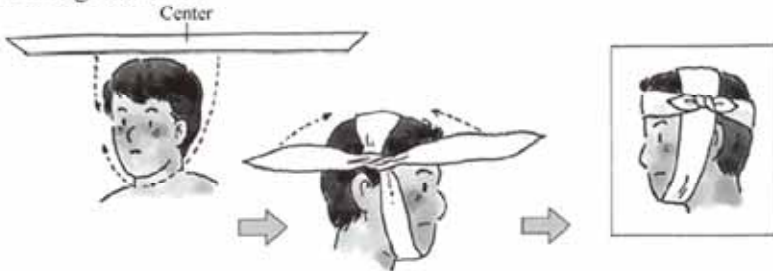
1. How to fold a triangular bandage



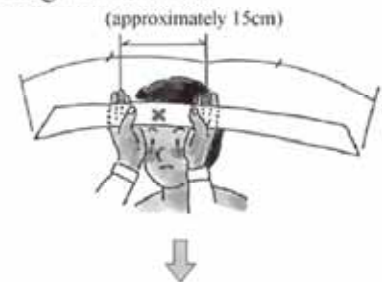
Keep a triangular bandage clean.
Do not fold it on the ground. Fold it while holding it. Try!

2. Various ways of using a triangular bandage (by folding it)

Bandage the head



Bandage the forehead



Bandage the arm or leg



When making a knot, avoid the wound.

3. Various ways of using a triangular bandage (without folding it)

Cover the head



Cover the hand or foot



A triangular bandage is a useful material that can be used by folding or without folding. Keep one handy at home!

Program No.	Reference	Description No.11	
11	11-1		
Program Name			
Showdown! Bucket Brigades			
Learning Goals			
Learn the skills of extinguishing a fire and the importance of working together			
Relationship with Other Subjects			
"Ethics" - Learn the importance of helping one another			
Timetable			
Introduction	Bucket Relay	Conclusion	
5 minutes	20 minutes	5 minutes	
Procedures			
<p>* In this lesson, children will learn how to extinguish a fire by having a Bucket Relay Race using an ordinary bucket. Ask people in the community for their cooperation.</p> <p>[Preliminary preparation]</p> <ul style="list-style-type: none"> Prepare a water tank to be the water source, and another that will be used as a receptacle. The fire department or the local government may have water tanks available for educational purposes. Inquire about them. <p>[I. Introduction (5 minutes)]</p> <p>A. The Great Hanshin-Awaji Earthquake caused many fires in Kobe City (54 fires occurred within the first 14 minutes after the earthquake). It was impossible to fight all of them by the fire department. Tell the children that the citizens of the disaster areas extinguished fires utilizing the method of the Bucket Relay, using buckets and trash bins.</p> <p>B. As a preliminary study, children can learn about the damage from past earthquakes. This will improve their understanding of the importance of the Bucket Relay.</p> <p>[II. Bucket Relay (20 minutes)]</p> <p>In order to have children understand the meaning of the Bucket Relay, tell them to carry water using a bucket to a certain point without giving any instructions. (They will learn it is not efficient.)</p> <p>A. Make a line with a group of people, e.g. all the students in the school or in the class. Based on Reference 11-1 (Method of the Bucket Relay), make a line with a group of people.</p> <p>B. Divide the entire group into two and have them compete with each other to see which team can carry water quicker. (Prepare big water tanks or use garbage bins as receptacles. The team that can fill their receptacle first, will be the winner.) This way, the children can enjoy the program.</p> <p>C. Before the race, tell the children to exercise the following precautions: don't swing the bucket, don't pour too much water into the bucket, and don't remove your hand from the bucket before handing it to the next person. A few races can be held according to the schedule.</p> <p>[III. Conclusion (5 minutes)]</p> <p>A. After two teams have a competition, congratulate the winners. When people in the community or staff members of the fire department take part in the program, ask them to share their comments. Ask the principal to give his comments as well.</p> <p>B. When there are participants from the community, acknowledge their participation to conclude the training.</p>		<p>Learning Activities for Children</p> <ul style="list-style-type: none"> Learn about past cases (earthquakes in Japan) Learn the meaning of the Bucket Relay and the method used Having a Bucket Relay Race (Utilizing Reference 11-1) Share their impressions 	
Development toward/Relationship with Other Programs			
<ul style="list-style-type: none"> This program (if it is only the Bucket Relay) will take approximately 20 minutes. After the program, it may be a good idea to continue with other programs. Combine with the evacuation drill (Program 7) Learn how to report a fire (Program 4) Learn other methods of extinguishing a fire (fire extinguisher) (Program 8) 			

Method of the Bucket Relay

How to line up for the Bucket Relay

Note: Each line arrangement has advantages and disadvantages. Select a suitable arrangement in accordance with the number of participants and the type of participants (such as experienced participants or

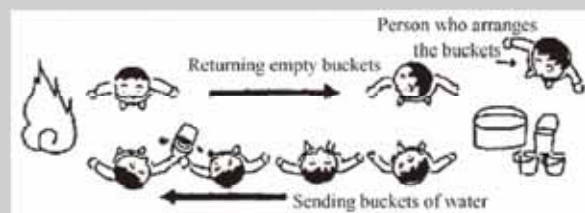
(i) One Line Relay

This is suitable when there are a small number of people.

The participants stand in one line about 1.5 meters apart, and pass buckets of water from the water source to the fire source.

About one fifth of the numbers of people in the line are allocated to take the empty buckets back to the water source.

The downside of this method is that people cannot see what is happening behind them. If necessary, allocate personnel who will watch out for the safety of the participants (for example when a line is made across a road).

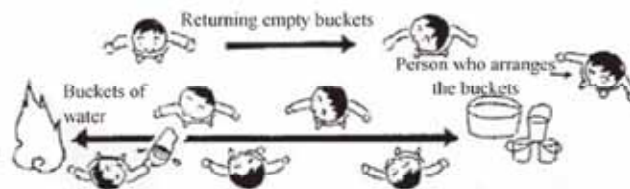


(ii) Relay in a Line Where People Face Each Other

This is a modified version of the one line relay.

People stand in one line. Every odd numbered person turns 180 degrees so that they are facing in the opposite direction to the even numbered people. The odd numbered people take two steps backwards. This makes a set of people who can see between the gaps in the people facing them. They can then check to see if there are any dangers behind the people facing them.

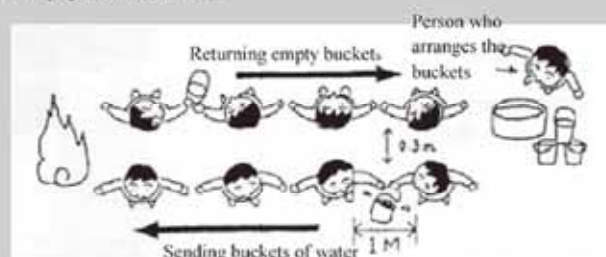
The downside of this system is that it takes longer to arrange people into position.



(iii) Relay in Two Lines

This is a suitable method when there are many participants.

The people in one line pass along the buckets of water and the people in the other line pass the empty buckets back to the water source. The two lines stand with their backs to each other, so that they can conduct a bucket brigade while watching out for each other's backs (if they face each other, it will be difficult to check safety because they block each other's view). Suitable spacing is about 1 meter. If there are not enough people, allocate members with about 1 meter spacing on the sending line and allocate the rest to the returning the empty bucket line.



(Note) The spacing is just a rough guide. Adjust the spaces between people according to their body size.

(Note) Instruct not put too much water in the bucket (50-60%).

“BOKOMI” Guidebook

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Community Emergency Drill Programs and School Disaster Prevention Education Programs

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