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AUSTRIAN RED CROSS



# SAFER SCHOOLS AND KINDERGARTENS



Developing an on-line platform for safe and well-prepared primary schools and kindergartens



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## INTRODUCTION

Due to climate change, more frequent extreme events such as flash floods, droughts, cold waves and heat waves can be expected in the future. When a disaster happens, children are among the most vulnerable. Therefore, it is of utmost importance for children to learn how to deal and handle small as well as larger scale emergencies from a very early age on.

The EU project “safer schools and kindergartens” therefore aims to improve the knowledge and competence of primary school and kindergarten children as well as primary school and kindergarten teachers in school safety, disaster risk reduction (DRR) and first aid (FA).

Within the project, an on-line disaster risk reduction and first aid platform for primary schools and kindergartens will be developed in each partner country, allowing schools and kindergartens to certify as "safe school"/ "safe kindergarten" if a certain amount of activities has been carried out. Furthermore, a training for ambassadors (Red Cross volunteers and teachers who will support the school and kindergarten teams with the certification process) and a European advocacy paper with key recommendations on school and kindergarten safety will be developed.

As basis for the on-line platform, different tools, activities, and games were collected by project partners and summarized in this resource catalogue that can be used by other schools, kindergartens and other interested organisations.

The Safer schools and kindergarten project is implemented by the Red Cross in five countries, including Austria, Bulgaria, Croatia, North Macedonia and Serbia. The project is co-financed by the Erasmus+ Programme by the European Union and runs from November 2018 – October 2020.



## ABOUT THIS RESOURCE CATALOGUE

This resource catalogue includes a comprehensive collection of tools, activities, exercises and games on disaster risk reduction (DRR) and climate change, school safety, as well as First Aid (FA) and psycho-social support (PSS) for children between 3 and 12 years. The activities and tools included in the resource catalogue are mainly based on resources and tools that were already used by project partners as well as some other international tools that were researched. Besides the tools and activities, further information and checklists for school safety and first aid are also available.

Each activity is shortly described, providing basic information on the target group of the activity (kindergarten or primary school pupils, teachers, directors or parents), how to run the activity, required material, in which language the tool is available and a link to the tool or additional material.

The resource catalogue is structured in such a way that activities and tools are summarized under the main topics (DRR, FA, PSS and School Safety), starting with activities that are geared towards kindergarten children, kindergarten and primary school pupils and then stating tools that are for primary school pupils. Some tools also specifically address the needs of children with special needs, who might be even more at risk in emergencies.

The resource catalogue is available in English, German, Bulgarian, Croatian, Serbian, Albanian and North Macedonian language.

### Who can use this resource catalogue?

The resource catalogue provides easy and ready-to-use resources for primary schools and kindergarten teachers and other stakeholders such as youth clubs, RC youth group leaders and volunteers or other CSOs that are active in the field of disaster risk reduction, climate change and protection. Also, civil protection authorities such as the fire brigade can use the developed material for fire brigade youth groups for example.



# DISASTER RISK REDUCTION

## 1. Power Play

|                          |  |   |  |
|--------------------------|--|---|--|
| SUBJECT                  | Disaster Risk Reduction  |   |  |
| SUBTITLE                 | Preparing for a blackout   |   |  |
| TARGET GROUP             | KINDERGARTEN   | X | x Pupils<br>x Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
|                          | PRIMARY SCHOOL   | X | x Pupils<br>x Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
| OBJECTIVES AND OUTCOMES  | <ul style="list-style-type: none"> <li>● Raise awareness on blackouts</li> <li>● Teach participants how to prepare for a blackout and what to do during and after a black out</li> </ul>   |   |  |
| HOW TO RUN THE ACTIVITY? | <p>Inquiry Questions: Use these questions to get a discussion started:</p> <ul style="list-style-type: none"> <li>● Have you ever experienced a blackout?</li> <li>● If yes, what was it like? Where were you? What did you do? How did you feel?</li> <li>● If not, can a blackout happen where you live? What do you think it would be like?</li> </ul> <p>Ask participants to name things they do at home on the weekend (e.g., read a book, play with toys, listen to the radio, sleep, play charades or cards, talk). Record their answers on the board or chart paper. Next, have participants select which of those actions could be done during a blackout without electricity. Have participants put a check mark next to them. Draw a smiley face next to ones that are best done during the daytime. Help participants to realize how much they rely on electricity.</p> <p><i>Optional:</i><br/>If they've experienced a blackout before, encourage them to draw pictures and write about what they did and how they felt. If they haven't experienced one, ask them to write or draw a picture about what they've learned or what they think a blackout would be like.</p> <p>FACILITATION TIPS:<br/>It is important to keep in mind that a blackout can be a consequence of various natural disasters (e.g. floods or storms) and that preparation is key.</p> |   |  |





|                                    |   |
|------------------------------------|---|
| APPROXIMATE TIME NEEDED            | 1-2h  |
| REQUIRED MATERIALS                 | Chart paper, whiteboard, pen, checkmarks and smileys  |
| BACKGROUND INFORMATION and SOURCES | <p>U.S. Department for Homeland Security, 2013, Youth Emergency Preparedness Curriculum (Grade 1-2) – Be a hero,<br/><a href="https://www.fema.gov/media-library-data/543412ca31bff9997896913115536a10/FEMA_LE_TG_082613_508.pdf">https://www.fema.gov/media-library-data/543412ca31bff9997896913115536a10/FEMA_LE_TG_082613_508.pdf</a></p> <p>Factsheet Blackout<br/><a href="https://www.fema.gov/media-library-data/436290d0fa2c5896ed91d54186d45017/FEMA_FS_blackouts_508.pdf">https://www.fema.gov/media-library-data/436290d0fa2c5896ed91d54186d45017/FEMA_FS_blackouts_508.pdf</a></p> <p>Additional online resources:<br/><a href="http://zivilschutzverband.at/media/file/2_ZI7B01_1.PDF">http://zivilschutzverband.at/media/file/2_ZI7B01_1.PDF</a> (German)</p> |
| Available language                 | English   |



**2. Set2GO**

|                                    |   |   |  |
|------------------------------------|---|---|--|
| SUBJECT                            | Disaster Risk Reduction   |   |  |
| SUBTITLE                           | Emergency set!  |   |  |
| TARGET GROUP                       | KINDERGARTEN  | X | X Pupils<br>X Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
|                                    | PRIMARY SCHOOL  | X | X Pupils<br>X Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>Participants will name the content of the emergency situation set, create their own set, and describe and explain the function of each object in the set.</li> </ul>   |   |  |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>The facilitator asks participants if they know what an emergency situation set should contain (emergency situations are explained through various examples).</li> <li>4 groups are formed. Each group gets a set of cards from the enclosure and a large paper sheet cut into the shape of a bag.</li> <li>The task of each group is to make their own set for emergency situations.</li> <li>Each group chooses a representative who presents their set's content.</li> <li>Once everyone is done, there is a discussion during which the facilitator explains why specifically those items are part of an emergency situation set.</li> </ul> <p>FACILITATION TIPS:<br/>Instead of enclosed pictures, the facilitator can choose to show photos or real objects.</p> |   |  |
| APPROXIMATE TIME NEEDED            | 45 min  |   |  |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>"Emergency situation set" enclosure - cards with pictures.</li> <li>"Emergency situations" enclosure.</li> <li>Large format paper sheets cut into the shape of a bag.</li> </ul>   |   |  |
| BACKGROUND INFORMATION and SOURCES | Croatian Red Cross:<br>Page 188 in manual "Education for humanity from early ages "   |   |  |
| Available language                 | Croatian  |   |  |



### 3. Emergency call

|                                    |  |   |   |
|------------------------------------|--|---|---|
| SUBJECT                            | Disaster Risk Reduction  |   |   |
| SUBTITLE                           | Calling emergency services   |   |   |
| TARGET GROUP                       | KINDERGARTEN   | X | X Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
|                                    | PRIMARY SCHOOL   | X | X Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>• Game for participants to learn the important phone numbers for emergency services</li> </ul>  |   |   |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>• Divide the participants into groups. For each group, prepare 3 sheets of colour paper (white, red and blue).</li> <li>• At the beginning the facilitator talks with participants about emergency calls and important phone numbers, their meaning, and when to call what service</li> <li>• Each group receives a prepared template of a mobile phone, then the participants within each group should carefully cut the contour of the telephone apparatus and glue them to a paper. The coloured paper should be used for the corresponding vehicle from police, ambulance and fire department. The correct number of the emergency service should be written on the mobile phone.</li> <li>• After this, the facilitator will make a short time game with participants, where an emergency call to one of the services is simulated.</li> </ul> |   |   |
| APPROXIMATE TIME NEEDED            | 30-40 minutes  |   |   |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>• Scissors</li> <li>• Crayons</li> <li>• Paper</li> <li>• Coloured paper</li> <li>• Phone templates</li> </ul>  |   |   |
| BACKGROUND INFORMATION and SOURCES | Red Cross of North Macedonia:<br>„Manual for protection and self-protection in case of natural disasters and other emergencies - for working with children aged 4 to 6 years “, page 9   |   |   |
| Available language                 | North Macedonian language  |   |   |



**4. Make a Plan**

|                                    |   |   |  |
|------------------------------------|---|---|--|
| SUBJECT                            | Disaster Risk Reduction   |   |  |
| SUBTITLE                           | Awareness raising on communication in disasters   |   |  |
| TARGET GROUP                       | KINDERGARTEN  |   | <input type="checkbox"/> Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
|                                    | PRIMARY SCHOOL  | X | x Pupils<br>x Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents   |
| OBJECTIVES AND OUTCOMES            | To demonstrate how important communication is and how to prepare for an emergency   |   |  |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>• Divide participants into groups of four or five.</li> <li>• First, show what it would be like if participants did not have a communication plan. Tell participants to move around the classroom, away from other members of their group, and find a task to occupy themselves with, or another child to talk to. After a few minutes, ring a bell or call for their attention and tell them to get together with the other members of their group. Note how many seconds it takes for everyone to find his or her group.</li> <li>• Next, tell the groups to choose a meeting spot in the classroom before everyone is moving around. Then ask groups to scatter around the classroom again for a few minutes before calling their attention. Time how many seconds it takes for participants to assemble with their groups at their designated meeting spots.</li> <li>• Ask participants to compare what it was like to gather both times as a group. Which time was easier, less chaotic, and quieter?</li> </ul> |   |  |
| APPROXIMATE TIME NEEDED            | 30 minutes  |   |  |
| REQUIRED MATERIALS                 | No materials required   |   |  |
| BACKGROUND INFORMATION and SOURCES | U.S. Department for Homeland Security, 2013, Youth Emergency Preparedness Curriculum (Grade 1-2) – Be a hero, (p.17)<br><a href="https://www.fema.gov/media-library-data/543412ca31bff9997896913115536a10/FEMA_LE_TG_082613_508.pdf">https://www.fema.gov/media-library-data/543412ca31bff9997896913115536a10/FEMA_LE_TG_082613_508.pdf</a><br>Family Communication Plan  |   |  |



|                    |   |
|--------------------|---|
|                    | <a href="https://www.fema.gov/media-library-data/a260e5fb242216dc62ae380946806677/FEMA_plan_child_508_071_513.pdf">https://www.fema.gov/media-library-data/a260e5fb242216dc62ae380946806677/FEMA_plan_child_508_071_513.pdf</a> |
| Available language | English   |



**5. Pictures and Objects**

|                                    |   |   |  |
|------------------------------------|---|---|--|
| SUBJECT                            | Disaster Risk Reduction   |   |  |
| SUBTITLE                           | Knowledge assessment for participants   |   |  |
| TARGET GROUP                       | KINDERGARTEN  |   | <input type="checkbox"/> Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
|                                    | PRIMARY SCHOOL  | X | X Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents                        |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>Assessment of the pre-knowledge about causes for a disaster.</li> <li>Initializing brainstorming about causes for disasters at home, at school and other places around us (objects, reasons).</li> </ul>   |   |  |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>Participants receive sheets of paper and pens and they are asked to draw the most recent disaster causes around them.</li> <li>The facilitator can give instructions about different locations e.g. in your room, in your home, at school and asks them to think about possible consequences of a disaster in this specific location and how to react accordingly</li> </ul> |   |  |
| APPROXIMATE TIME NEEDED            | 40 min.   |   |  |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>A4 Paper</li> <li>Pens</li> </ul>  |   |  |
| BACKGROUND INFORMATION and SOURCES | Red Cross of North Macedonia:<br>„Manual for protection and self-protection in case of natural disasters and other emergencies - intended for working with students from compulsory nine-year primary education“, page 11   |   |  |
| Available language                 | North Macedonian language   |   |  |



**6. Presentation for disaster risk reduction**

|                                    |  |   |   |
|------------------------------------|--|---|---|
| SUBJECT                            | Disaster Risk Reduction  |   |   |
| SUBTITLE                           | Disaster Risk Reduction for children   |   |   |
| TARGET GROUP                       | KINDERGARTEN   |   | <input type="checkbox"/> Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents            |
|                                    | PRIMARY SCHOOL   | X | <input checked="" type="checkbox"/> Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>• Assessment of pre-knowledge on DRR</li> <li>• Information about different kinds of disasters, and how to prepare for them</li> </ul>  |   |   |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>• Divide participants in 5 groups.</li> <li>• Each group receives a description or picture of a disaster</li> <li>• Participants will be asked to brainstorm in the group on how they will deal with the scenario and present it in the plenary.</li> <li>• The facilitator will provide PPT presentation with information about different types of disasters and how can we prepare for them.</li> <li>• Review on the lessons learned in form of a game, in the end of the workshop.</li> </ul> |   |   |
| APPROXIMATE TIME NEEDED            | 45 minutes   |   |   |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>• Paper</li> <li>• Pens</li> <li>• PPT presentation</li> <li>• Projector</li> </ul>   |   |   |
| BACKGROUND INFORMATION and SOURCES | Red Cross of North Macedonia:<br>PPT presentation for DRR, Red Cross of North Macedonia, 2009  |   |   |
| Available language                 | North Macedonian language  |   |   |



**7. Draw your sign/emblem**

|                          |  |   |  |
|--------------------------|--|---|--|
| SUBJECT                  | Disaster Risk Reduction  |   |  |
| SUBTITLE                 | Introduction to the state rescue and protection system   |   |  |
| TARGET GROUP             | KINDERGARTEN   |   | <input type="checkbox"/> Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
|                          | PRIMARY SCHOOL   | X | X Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents                        |
| OBJECTIVES AND OUTCOMES  | Participants will be introduced to the state rescue and protection system: <ul style="list-style-type: none"> <li>• They will gain knowledge to identify members of state rescue and protection system, their features and areas of operation.</li> <li>• They will build an awareness that there are organizations and institutions who would help in case of an emergency and disasters.</li> </ul>  |   |  |
| HOW TO RUN THE ACTIVITY? | <ul style="list-style-type: none"> <li>• With the purpose to get them closer to recognize emergency services and organizations that work in the event of an accident or disaster, the facilitator directs the participants by asking questions about their role.</li> <li>• When participants recognize about what service/organization the facilitator is asking questions he/she pulls out the sign/emblem of the organisation and puts it on the board in the circle with the other emblems/sings.</li> <li>• After placing a sign, the facilitator asks participants on what phone number this service/organization could be called in case of an emergency/disaster;</li> <li>• The facilitator respects the same principle for each of the services/organizations that are active in the country and responds in case of an emergency or disaster.</li> <li>• After all the services are presented, the facilitator gives instructions to participants to draw on the worksheet the sign/emblem of the service/organization that they would like to be members (1.1.1).</li> </ul> <p>FACILITATION TIPS: When the signs/emblems are displayed, they should be drawn into a circle so that the participants have the idea that they are all equal in that system.</p> |   |  |
| APPROXIMATE TIME NEEDED  | 25 minutes   |   |  |
| REQUIRED MATERIALS       | Printed Worksheet 1.1.1 and signs/emblems of the emergency medical, rescue firefighter, army, police, Mountain rescue service, Red Cross of Serbia and civil protection with telephone numbers.  |   |  |





|                                    |  |
|------------------------------------|--|
| BACKGROUND INFORMATION and SOURCES | Red Cross of Serbia:<br>Methodological instructions for implementation of DRR workshops with children 9-11 years old - The Red Cross of Serbia: DM department, DRR trainers and instructors. |
| Available language                 | Serbian - Cyrillic   |



## DISASTER RISK REDUCTION – FLOODS

### 1. Rain to flood

|                          |   |   |  |
|--------------------------|---|---|--|
| SUBJECT                  | Disaster Risk Reduction – <i>floods</i>   |   |  |
| SUBTITLE                 | Raising awareness on floods   |   |  |
| TARGET GROUP             | KINDERGARTEN  | X | x Pupils<br>x Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
|                          | PRIMARY SCHOOL  | X | x Pupils<br>x Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
| OBJECTIVES AND OUTCOMES  | <ul style="list-style-type: none"> <li>● Raise awareness on floods</li> <li>● Teach participants how to prepare for floods and what to do during and after floods</li> </ul>  |   |  |
| HOW TO RUN THE ACTIVITY? | <p>In this game, participants will be asked to pretend they are raindrops. They will realise that, when just a few participants stand in one area, everything's fine. The facilitator will send more participants into one area to have them realise that then they have a puddle. If even more participants are added there will be a flood!</p> <p>Inquiry Questions: Use these questions to get a discussion started.</p> <ul style="list-style-type: none"> <li>● Have you ever experienced flooding?</li> <li>● If yes, what was it like? How did you feel?</li> <li>● What did you and your family do during and after the flooding?</li> <li>● Can flooding happen where you live?</li> <li>● What do you think causes flooding?</li> </ul> <p><u>Background:</u> Flooding happens during heavy rains, when rivers overflow, when ocean waves come onshore, when snow melts too fast, or when dams or levees break. This is the most common natural weather event. Flooding may be only a few inches of water, or it may cover a house up to the rooftop.</p> <p>Get a short bucket (6 to 8 inches tall). You can place items in the bottom, such as rocks that will sink and small toy cars or boats that will float. Tell participants to imagine that there is a small town inside the bucket, as if you're looking at a 3D map. Fill a small watering can with water. Demonstrate slowly pouring water into the bucket. Explain that if rain falls slowly like the water, it drains into the</p> |   |  |



|                                    |   |
|------------------------------------|---|
|                                    | <p>street drains or ground and goes away. But, when water has nowhere to go, or if the rain falls too quickly and too heavily, it floods. Pour the water quicker and heavier to show the effect.</p> <p>Have participants sit on the floor next to their chairs. Tell them to imagine there is a flood and water starts to cover the floor. <i>What do they think they should do?</i> Now, have them get up and sit in their chairs. <i>Will the water at the same level reach them now?</i> Explain that moving upstairs in a house or apartment building is the safe thing to do when there is a flash flood.</p>   |
| APPROXIMATE TIME NEEDED            | 1-2h  |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>• Bucket with water</li> <li>• Small items like rocks, toy cars, toy boats, ...</li> <li>• Water</li> </ul>  |
| BACKGROUND INFORMATION and SOURCES | <p>U.S. Department for Homeland Security, 2013, Be a hero- Youth Emergency Preparedness Curriculum (Grade 1-2)<br/> <a href="https://www.fema.gov/media-library-data/543412ca31bff9997896913115536a10/FEMA_LE_TG_082613_508.pdf">https://www.fema.gov/media-library-data/543412ca31bff9997896913115536a10/FEMA_LE_TG_082613_508.pdf</a><br/>                     Factsheet Floods<br/> <a href="https://www.fema.gov/media-library-data/79a92f5fc479dde04d507673ae7772e1/FEMA_FS_flood_508_8-15-13.pdf">https://www.fema.gov/media-library-data/79a92f5fc479dde04d507673ae7772e1/FEMA_FS_flood_508_8-15-13.pdf</a></p> <p>Additional online resources: (available in English, German, Romanian) – Austrian Red Cross: EU project: Raising young people’s awareness on preparedness and self-protection:<br/> <a href="http://yaps.online/wp-content/uploads/2018/01/Pitschnass_Web_EN.pdf">http://yaps.online/wp-content/uploads/2018/01/Pitschnass_Web_EN.pdf</a><br/> <a href="http://yaps.online/wp-content/uploads/2018/01/Pitschnass_Web_EN_Komm.pdf">http://yaps.online/wp-content/uploads/2018/01/Pitschnass_Web_EN_Komm.pdf</a></p> |
| Available language                 | English, German and Romanian  |



## 2. Climb up on a chair

|                                    |  |   |  |
|------------------------------------|--|---|--|
| SUBJECT                            | Disaster Risk Reduction - <i>floods</i>  |   |  |
| SUBTITLE                           | Raising awareness on floods preparation  |   |  |
| TARGET GROUP                       | KINDERGARTEN   | X | X Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents Pupils |
|                                    | PRIMARY SCHOOL   | X | X Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents        |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>• What to do in case of floods?</li> <li>• Group work on helping your friend</li> </ul>   |   |  |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>• Giving directions to one participant to climb up a chair and tell others what he/she loves to do (playing football, ballet etc.)</li> <li>• After that all of the participants are telling the name of another participant to do the same thing</li> <li>• Inform participants on how to react in a flood</li> <li>• Marking safety zones out of the kindergarten/schools in case of a flood</li> </ul> |   |  |
| APPROXIMATE TIME NEEDED            | 20 minutes   |   |  |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>• Chairs</li> <li>• Tables</li> <li>• Furniture that could be used in classroom</li> </ul>  |   |  |
| BACKGROUND INFORMATION and SOURCES | Red Cross of North Macedonia:<br>„Manual for protection and self-protection in case of natural disasters and other emergencies - for working with children aged 4 to 6 years“, page 13   |   |  |
| Available language                 | North Macedonian language  |   |  |



### 3. Water sources

|                                    |   |   |  |
|------------------------------------|---|---|--|
| SUBJECT                            | Disaster Risk Reduction – <i>floods</i>   |   |  |
| SUBTITLE                           | Raising awareness on floods preparation   |   |  |
| TARGET GROUP                       | KINDERGARTEN  | X | X Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents Pupils |
|                                    | PRIMARY SCHOOL  | X | X Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents        |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>• Marking water points</li> <li>• Marking the potential risk of flooding points</li> </ul>   |   |  |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>• Giving instructions to participants on how to draw a map of potential risks of flooding points and water supply points.</li> <li>• Participants then work in groups to draw a map according to their opinions and memory of the water points.</li> </ul> |   |  |
| APPROXIMATE TIME NEEDED            | 20 minutes  |   |  |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>• Pictures with map of kindergarten/school</li> <li>• Crayons</li> <li>• Pictures for water points marking</li> </ul>  |   |  |
| BACKGROUND INFORMATION and SOURCES | Red Cross of North Macedonia:<br>„Manual for protection and self-protection in case of natural disasters and other emergencies - for working with children aged 4 to 6 years“, page 15  |   |  |
| Available language                 | North Macedonian language   |   |  |



**4. You know what I am, and do you know in what forms I can express myself?**

|                          |  |   |  |
|--------------------------|--|---|--|
| SUBJECT                  | Disaster Risk Reduction – <i>floods</i>  |   |  |
| SUBTITLE                 | Raising preparedness on floods   |   |  |
| TARGET GROUP             | KINDERGARTEN   |   | <input type="checkbox"/> Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
|                          | PRIMARY SCHOOL   | X | X Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents                        |
| OBJECTIVES AND OUTCOMES  | The objective of this workshop is to raise knowledge among participants related to different types of floods that can happen and their characteristics. <ul style="list-style-type: none"> <li>• Participants will gain knowledge about the characteristics and types of floods that can happen.</li> <li>• Participants will strengthen their attitude related to their behaviour that can be one of the causes of floods.</li> </ul>   |   |  |
| HOW TO RUN THE ACTIVITY? | <ul style="list-style-type: none"> <li>• The facilitator explains to the participants that they will be divided into 4 groups so that they can learn more easily what kind of floods can happen and how they originate.</li> <li>• The facilitator now tells the first and second group to join him in front of the board and to stand one in front of the other.</li> <li>• The facilitator explains to participants that the first group are playing to be buildings and trees and they just need to stand in place.</li> <li>• The participants in the second group are playing to be calm floods, and they all need to walk to the first group and stand between them in silence for a while.</li> <li>• The facilitator explains the characteristics of the type of flood played by each group.</li> <li>• The facilitator tells the participants of the first and second group to return to the place and invites participants of the third and fourth groups to join him in front of the board and to stand one in front of the other.</li> <li>• The facilitator now tells participants of a third group to play to be buildings, trees and people, and that when the flood comes to them, they should shake as if they were cold and others to freeze.</li> </ul> |   |  |



|                         |  |
|-------------------------|--|
|                         | <ul style="list-style-type: none"> <li>• The facilitator explains to participants of the fourth group that they are now icy floods and that they should reach the participants of the third group and stay with them.</li> <li>• The facilitator explains the characteristics of the type of flood played by each group.</li> <li>• The facilitator tells participants of the third and fourth groups to return to their places and again calls on the participants of the first and the second group to join him in front of the table.</li> <li>• The facilitator tells participants of the second group that they are now playing to be buildings and trees, and the participants of the first group that they are playing to be flash floods and that they should move quickly and only pass by participants of the first group and leave/through the scrapped paper beside them.</li> <li>• The facilitator explains the characteristics of the type of flood played by each group.</li> <li>• The facilitator tells the participants of the first and second group to return to the place and invites participants of the third and fourth groups to join him in front of the board and to stand one in front of the other.</li> <li>• The facilitator tells participants of the third group that they play to be a flood caused by a human factor, and that the participants of the fourth group are playing to be buildings and trees.</li> <li>• The facilitator between the first and second groups puts two chairs and explains that these two chairs are a bridge.</li> <li>• The facilitator instructs participants of a third group to bring their bags with them and just get to the chairs.</li> <li>• The facilitator instructs a part of the third-party participants to take their bags and put them on chairs, and to stand among the participants of the fourth group.</li> <li>• The facilitator removes the chairs representing the bridge and instructs the rest of the third group to join the fourth group and takes the ranchers who were on the chairs with them.</li> <li>• The facilitator explains the characteristics of the type of flood played by each group</li> </ul> |
| APPROXIMATE TIME NEEDED | 15 minutes   |
| REQUIRED MATERIALS      | <ul style="list-style-type: none"> <li>• Benches;</li> <li>• Chairs;</li> <li>• School bags;</li> <li>• Scrapped paper</li> </ul>  |



|                                    |  |
|------------------------------------|--|
| BACKGROUND INFORMATION and SOURCES | Red Cross of Serbia:<br>"Methodological instructions for implementation of DRR workshops with children 9-11 years old" - The Red Cross of Serbia: DM department, DRR trainers and instructors. |
| Available language                 | Serbian - Cyrillic   |





## DISASTER RISK REDUCTION – EARTHQUAKES

### 1. Safe place indoors/in the kindergarten/school

|                                    |   |   |  |
|------------------------------------|---|---|--|
| SUBJECT                            | Disaster Risk Reduction - <i>earthquakes</i>  |   |  |
| SUBTITLE                           | Preparation for earthquakes   |   |  |
| TARGET GROUP                       | KINDERGARTEN  | X | X Pupils<br>X Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
|                                    | PRIMARY SCHOOL  | X | X Pupils<br>X Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>Participants will be able to recognize safe places indoors and how to behave during an earthquake.</li> </ul>  |   |  |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>The facilitator asks the participants to do what they think is correct in case of an earthquake when they hear him/her clap their hands and shout out "Earthquake!"</li> <li>Afterwards, a first discussion takes place on what an earthquake is, what happens during an earthquake and what people are supposed to do in case of an earthquake.</li> <li>The facilitator explains the security procedure and performs it.</li> <li>A practical exercise in which the facilitator asks participants to stand in the secure position they were just shown when they hear him/her clap their hands and shout out "Earthquake!".</li> <li>Afterwards, a second discussion takes place on the security procedure.</li> <li>After the exercise, participants are offered to draw what they did in the exercise or to colour a working sheet to learn more and remember the security procedure.</li> </ul> |   |  |
| APPROXIMATE TIME NEEDED            | 30 min  |   |  |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>Blank paper</li> <li>Pencils and colour pencils</li> </ul>   |   |  |
| BACKGROUND INFORMATION and SOURCES | Croatian Red Cross:<br>"Education for humanity from early ages", Page 172 in manual   |   |  |
| Available language                 | Croatian  |   |  |



**2. Stoop, cover, and hold on ...**

|                                    |   |   |  |
|------------------------------------|---|---|--|
| SUBJECT                            | Disaster Risk Reduction - <i>earthquakes</i>  |   |  |
| SUBTITLE                           | Safety procedure in case of earthquakes   |   |  |
| TARGET GROUP                       | KINDERGARTEN  | X | X Pupils<br>X Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
|                                    | PRIMARY SCHOOL  | X | X Pupils<br>X Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>Participants will be able to recognize what should be done during an earthquake indoors</li> <li>Participants will link given cards with empty places in a sentence</li> </ul>   |   |  |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>The facilitator distributes cards from the enclosure „Stop, cover, and hold on“ with pictures of a table, a table foot, and a face.</li> <li>Afterwards, the facilitator reads the text from the enclosure. Once he or she stops, participants should continue the sentence by raising a card with the corresponding drawing.</li> <li>The facilitator then reads the text once more and asks participants to shout out at the same time the object that was missing.</li> </ul> <p>FACILITATION TIPS:<br/>Before the start of the workshop, the necessary number of card sets should be prepared. Each participant needs all three cards.</p> |   |  |
| APPROXIMATE TIME NEEDED            | 15 min  |   |  |
| REQUIRED MATERIALS                 | Cards with pictures of a table, a table foot, and a face.   |   |  |
| BACKGROUND INFORMATION and SOURCES | Croatian Red Cross:<br>“Education for humanity from early ages “, Page 176 in manual  |   |  |
| Available language                 | Croatian  |   |  |



### 3. Safe place outdoors

|                                    |   |   |  |
|------------------------------------|---|---|--|
| SUBJECT                            | Disaster Risk Reduction - <i>earthquakes</i>  |   |  |
| SUBTITLE                           | Preparation for earthquakes   |   |  |
| TARGET GROUP                       | KINDERGARTEN  | X | X Pupils<br>X Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
|                                    | PRIMARY SCHOOL  | X | X Pupils<br>X Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>Participants will be able to recognize safe places outside in case of an earthquake, identify possible obstacles on the way to a safe place, make a label for a safe place and mark it in the yard.</li> </ul>   |   |  |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>The facilitator introduces the topic through a conversation about earthquakes showing participants the corresponding multimedia material on the topic. As an introduction, the facilitator also offers the participants the enclosed working sheet and asks them to circle obstacles on the way to a safe place to problematize the security procedure outdoors.</li> <li>The facilitator announces an exercise linked to earthquakes and safe places outdoors during their afternoon play time in the yard.</li> <li>When the facilitator shouts out "Earthquake!" everyone has to stand in a place they find the most secure.</li> <li>Afterwards, a discussion will take place about what participants have done and how they reacted.</li> <li>After having discussed and reasoned the safe places outdoors, the facilitator asks the participants to repeat the exercise.</li> <li>After the drill, participants are encouraged to make a common label for safe places outdoors which they can then use in their yard.</li> </ul> |   |  |
| APPROXIMATE TIME NEEDED            | 45 min  |   |  |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>"What to do during an earthquake" enclosure.</li> <li>"Safe place outside" working sheet.</li> <li>Photographs and multimedia material linked to the topic.</li> <li>Didactic unshaped material.</li> <li>Crayons, felt pens, scissors, glue.</li> </ul>   |   |  |
| BACKGROUND INFORMATION and SOURCES | Croatian Red Cross:<br>"Education for humanity from early ages", page 182.  |   |  |
| Available language                 | Croatian  |   |  |



**4. 1, 2, 3, Earthquake!**

|                                    |   |   |  |
|------------------------------------|---|---|--|
| SUBJECT                            | Disaster Risk Reduction - <i>earthquakes</i>  |   |  |
| SUBTITLE                           | Demonstrating safe positions and safe places in case of an earthquake   |   |  |
| TARGET GROUP                       | KINDERGARTEN  | X | X Pupils<br>X Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
|                                    | PRIMARY SCHOOL  | X | X Pupils<br>X Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>Participants will identify, assess, recognize and choose safe places in the kindergarten/school in case of an earthquake and demonstrate the safe position during one</li> </ul>   |   |  |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>The participants are asked to show how they would react in case of an earthquake.</li> <li>The facilitator shows participants the safe position(s).</li> <li>When the facilitator shouts out "Earthquake!", the participants are supposed to get in the safe position.</li> <li>Afterwards, there is a discussion in which the facilitator explains to the participants the desirable behaviour in case of an earthquake.</li> <li>After the discussion, the facilitator demonstrates safe places in a room by putting green circles around them and dangerous places by putting a red circle around those.</li> <li>A short conclusion about the safest places in a room during an earthquake follows.</li> </ul> |   |  |
| APPROXIMATE TIME NEEDED            | 45 min  |   |  |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>Red and green circles (cut out of paper)</li> </ul>  |   |  |
| BACKGROUND INFORMATION and SOURCES | Croatian Red Cross:<br>"Education for humanity from early ages", page 186   |   |  |
| Available language                 | Croatian  |   |  |



## 5. Hide and seek

|                                    |  |        |  |
|------------------------------------|--|--------|--|
| SUBJECT                            | Disaster Risk Reduction - <i>earthquakes</i>   |        |  |
| SUBTITLE                           | Raising awareness on earthquake preparation  |        |  |
| TARGET GROUP                       | KINDERGARTEN   | X<br>X | X Pupils<br>X Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
|                                    | PRIMARY SCHOOL   | X<br>X | X Pupils<br>X Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>• Pre-knowledge for DRR scenario Earthquake.</li> </ul>   |        |  |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>• Divide participants in groups of maximum 8 people per group</li> <li>• Each group will receive a number</li> <li>• When the facilitator says the number of the group during, the group has to hide under the table, in case of an earthquake</li> <li>• The second time the facilitator says the number of the group, participants are encouraged to go in pairs to the previously announced meeting point in the yard</li> </ul> |        |  |
| APPROXIMATE TIME NEEDED            | 30 minutes   |        |  |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>• Coloured paper</li> <li>• Scissors</li> <li>• Numbers</li> </ul>  |        |  |
| BACKGROUND INFORMATION and SOURCES | Red Cross of North Macedonia:<br>„Manual for protection and self-protection in case of natural disasters and other emergencies - for working with children aged 4 to 6 years“, page 11   |        |  |
| Available language                 | North Macedonian language  |        |  |



**6. Move, then shake it.**

|                                    |  |   |  |
|------------------------------------|--|---|--|
| SUBJECT                            | Disaster Risk Reduction - <i>earthquakes</i>   |   |  |
| SUBTITLE                           | Increasing preparedness for earthquakes among pupils   |   |  |
| TARGET GROUP                       | KINDERGARTEN   |   | <input type="checkbox"/> Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
|                                    | PRIMARY SCHOOL   | X | X Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents                        |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>• Raise knowledge among participants related to earthquakes and how to protect from it.</li> <li>• Participants will gain knowledge on how earthquakes occur, and skills related to protection measures that should be applied during an earthquake.</li> </ul>   |   |  |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>• The facilitator uses a model, a book, or the participants themselves demonstrates the type of movement of tectonic plates. He/she explains to participants that there are three types of movement (when tectonic plates pass by, diverge and when they go under other or collide).</li> <li>• The facilitator explains to the participants what happens when two plates collide in these movements. And that this is the moment the earthquake is happening, and that they need to hide.</li> <li>• The facilitator explains to the participants how to protect themselves under the school table/bench.</li> <li>• The facilitator then tells the participants to look around and to identify potential hazards during an earthquake.</li> </ul> <p>FACILITATION TIPS: The facilitator instructs participants to pay attention to pictures, panels, chandeliers, glassware in closets ... Objects that should be additionally secured for the wall (paintings, chandeliers, billboards ...), harder objects and glass objects hold on lower shelves.</p> |   |  |
| APPROXIMATE TIME NEEDED            | 20 minutes   |   |  |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>• Tectonic plate model/book...</li> </ul>   |   |  |
| BACKGROUND INFORMATION and SOURCES | Red Cross of Serbia:<br>"Methodological instructions for implementation of DRR workshops with children 9-11 years old" - The Red Cross of Serbia: DM department, DRR trainers and instructors.   |   |  |



|                    |                    |
|--------------------|--------------------|
| Available language | Serbian – Cyrillic |
|--------------------|--------------------|



## DISASTER RISK REDUCTION – EXTREME WINTER CONDITIONS

### 1. How to prepare for the cold weather?

|                                    |   |   |  |
|------------------------------------|---|---|--|
| SUBJECT                            | Disaster Risk Reduction – <i>extreme cold conditions</i>  |   |  |
| SUBTITLE                           | Raising awareness on extreme weather conditions   |   |  |
| TARGET GROUP                       | KINDERGARTEN  | X | X Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents                        |
|                                    | PRIMARY SCHOOL  |   | <input type="checkbox"/> Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>Information about cold weather and what to expect in these conditions.</li> <li>Help participants to recognize how to be prepared for cold weather</li> </ul>  |   |  |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>The facilitator starts with some information about winter time and after that opens the discussion with participants on the topic</li> <li>The facilitator plays a short video showing harsh winter conditions.</li> <li>After the video he/she starts a discussion with participants about what we need to do to be protected during the cold period.</li> <li>The facilitator will start a game with participants in which they will give/prepare warm clothes and hot drinks to their dolls and teddy bears.</li> </ul> <p>FACILITATION TIPS: e.g. this is a good activity to learn how to care for each other.</p> |   |  |
| APPROXIMATE TIME NEEDED            | 60 minutes  |   |  |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>Short video</li> <li>Projector</li> <li>Teddy bears/ dolls</li> <li>Hot drinks</li> <li>Clothes</li> <li>Material to dress the bears/dolls</li> </ul>  |   |  |
| BACKGROUND INFORMATION and SOURCES | Red Cross of North Macedonia:<br>„Manual for protection and self-protection in case of natural disasters and other emergencies - for working with children aged 4 to 6 years“, page 23  |   |  |
| Available language                 | North Macedonian language   |   |  |





## 2. Who is stronger, ice or me?

|                                    |   |   |   |
|------------------------------------|---|---|---|
| SUBJECT                            | Disaster Risk Reduction – <i>extreme winter conditions</i>  |   |   |
| SUBTITLE                           | Increasing preparedness for extreme winter conditions/ice   |   |   |
| TARGET GROUP                       | KINDERGARTEN  |   | <input type="checkbox"/> Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents            |
|                                    | PRIMARY SCHOOL  | X | <input checked="" type="checkbox"/> Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>● Raise awareness among participants on extreme winter conditions/ice.</li> <li>● Participants will gain new knowledge about ice hazards and skills how to behave in case if ice breaks.</li> </ul>  |   |   |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>● Put the school tables/benches in the shape of a „П“.</li> <li>● The facilitator explains to the participants that the surface of the bench is ice. Then the facilitator calls two participants to play as if they were drowning.</li> <li>● Participants are expected to get out of the icy water properly. The facilitator does not give instructions now, but after the task is completed, the facilitator makes comments and corrects the participants.</li> <li>● After commenting on errors and showing the correct way, the facilitator calls two new participants and asks them to demonstrate how they can help from safe ground if they see someone falling through the ice.</li> </ul> |   |   |
| APPROXIMATE TIME NEEDED            | 10 minutes  |   |   |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>● School tables/benches in shape of „П“</li> </ul>   |   |   |
| BACKGROUND INFORMATION and SOURCES | Red Cross of Serbia:<br>"Methodological instructions for implementation of DRR workshops with children 9-11 years old" - The Red Cross of Serbia: DM department, DRR trainers and instructors.  |   |   |
| Available language                 | Serbian - Cyrillic  |   |   |



## DISASTER RISK REDUCTION - CLIMATE CHANGE

### 1. Protect the world

|                          |  |   |  |
|--------------------------|--|---|--|
| SUBJECT                  | Disaster Risk Reduction - <i>Climate change</i>  |   |  |
| SUBTITLE                 | Raising awareness on climate changes   |   |  |
| TARGET GROUP             | KINDERGARTEN   |   | <input type="checkbox"/> Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
|                          | PRIMARY SCHOOL   | X | X Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents                        |
| OBJECTIVES AND OUTCOMES  | <ul style="list-style-type: none"> <li>● Raise awareness among participants on the severity of climate change.</li> </ul>  |   |  |
| HOW TO RUN THE ACTIVITY? | <p>In the introductory part of the activity, the facilitator raises questions:</p> <ul style="list-style-type: none"> <li>● Do you know what climate change is?</li> <li>● What causes climate change?</li> </ul> <p>The facilitator explains to the participants that once our planet was lucky and smiling and full of greenery, and then at some point people stopped caring about it, by stopping to take care of where they were throwing garbage, the seeds that are lungs of the planets were cut down to build factories from which harmful gases emerge, etc. As a result of all this, we have acid rain, and so the earth has become sad, sick and angry over time. When the earth cries, we have floods, when it's sick, there is temperature and fever, earthquakes and landslides are created and slopes. That is why it is necessary to reduce all these harmful factors and make our planet happy and healthy again.</p> <p>The facilitator holds/points towards a bubble balloon (globe) and explains to participants that it is the planet of their class and that it is necessary to keep it clean from harmful influences.</p> <p>The facilitator takes out the first paper and reads the term:</p> <ul style="list-style-type: none"> <li>● Woodcutting.</li> </ul> <p>The facilitator asks participants why forest logging is harmful, how it affects climate change, and what we can do to prevent or reduce it.</p> <p>The facilitator removes the following paper and reads the term:</p> <ul style="list-style-type: none"> <li>● Droughts</li> </ul> |   |  |



|                                |  |
|--------------------------------|--|
|                                | <p>The facilitator asks participants why droughts are harmful, how it affects climate change, and what we can do to prevent or reduce them.<br/>The facilitator removes the following paper and reads the term:</p> <ul style="list-style-type: none"> <li>● Used cans, plastic bags (waste)</li> </ul> <p>The facilitator asks participants why the used cans and plastic bags are harmful, how they affect climate change, and what we can do to prevent or reduce them.<br/>The facilitator removes the following paper and reads the term:</p> <ul style="list-style-type: none"> <li>● Global warming</li> </ul> <p>The facilitator asks participants why global warming is harmful, how it affects climate change, and what we can do to prevent global warming from diminishing or reducing.<br/>The facilitator removes the following paper and reads the term:</p> <ul style="list-style-type: none"> <li>● Car driving</li> </ul> <p>The facilitator now asks participants why driving a car is harmful, how it affects climate change, and what we can do to reduce the effect of climate change.<br/>The facilitator removes the following paper and reads the term:</p> <ul style="list-style-type: none"> <li>● Forest fires</li> </ul> <p>The facilitator is now asking participants why forest fires are harmful, how they affect climate change, and what we can do to prevent the occurrence of forest fires.<br/>The facilitator removes the following paper and reads the term:</p> <ul style="list-style-type: none"> <li>● UV radiation</li> </ul> <p>The facilitator now asks participants what UV radiation is, why UV radiation is harmful, how they affect climate change, and what we can do to reduce the effect.<br/>The facilitator removes the following paper and reads the term:</p> <ul style="list-style-type: none"> <li>● Ozone holes</li> </ul> <p>The facilitator now asks participants what ozone holes, why they are harmful, how they affect climate change, and what we can do to reduce the effects.<br/>The facilitator removes the following paper and reads the term:</p> <ul style="list-style-type: none"> <li>● Industry</li> </ul> <p>The facilitator is now asking participants why the industry is detrimental, how it affects climate change, and what we can do to reduce its impact on climate change.<br/>The facilitator now explains to the participants that they have succeeded in removing all the factors that damage the planets and that they should work hard and act according to our planet earth so that we can save it and reduce its further destruction.</p> |
| <p>APPROXIMATE TIME NEEDED</p> | <p>15 minutes</p>  |









|                                    |  |
|------------------------------------|--|
| REQUIRED MATERIALS                 | A globe or a white balloon with a relief on it, paper from the printed 10 notions related to climate changes.  |
| BACKGROUND INFORMATION and SOURCES | Red Cross of Serbia:<br>"Methodological instructions for implementation of DRR workshops with children 9-11 years old" - The Red Cross of Serbia: DM department, DRR trainers and instructors. |
| Available language                 | Serbian – Cyrillic   |





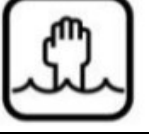


## FIRST AID

### 1. Dangers of the House

|                          |  |   |  |          |   |      |   |
|--------------------------|--|---|--|----------|---|------|---|
| SUBJECT                  | First aid  |   |  |          |   |      |   |
| SUBTITLE                 | Prevention measures of dangers at home   |   |  |          |   |      |   |
| TARGET GROUP             | KINDERGARTEN   | X | X Pupils<br>X Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |          |   |      |   |
|                          | PRIMARY SCHOOL   | X | X Pupils<br>X Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |          |   |      |   |
| OBJECTIVES AND OUTCOMES  | <ul style="list-style-type: none"> <li>• Make participants aware of the dangers at home</li> <li>• Introduce prevention measures</li> </ul>  |   |  |          |   |      |   |
| HOW TO RUN THE ACTIVITY? | <p>The house on the picture has different rooms and different situations (including one picture on the bottom to insist on the pedagogical aspect). Start from a simple question: "In your opinion, which is the place where most accidents occur, the house or on the road?" The answer is the house because, according to statistics, there are more injured people due to domestic accidents than road accidents.</p> <p>Then, you have to show the map of the house and be sure that participants know all the places as living room, bathroom etc. You can present the different pictograms and they have to guess what accident/injury occurs in each room.</p> <p>Pictograms represent:</p> <table border="1"> <tr> <td>Bleeding</td> <td></td> </tr> <tr> <td>Burn</td> <td></td> </tr> </table> |   |  | Bleeding |  | Burn |  |
| Bleeding                 |   |   |  |          |   |      |   |
| Burn                     |   |   |  |          |   |      |   |



|                                    |   |  |  |
|------------------------------------|---|--|--|
|                                    | Head injury, fracture   |   |  |
|                                    | Unconsciousness   |   |  |
|                                    | Poisoning, drug intoxication  |   |  |
|                                    | Electrification   |   |  |
|                                    | Drowning  |  |  |
|                                    | <p>Each participant places pictograms on the room where a danger/injury is identified. We can correct collectively and ask to justify the choices.</p> <p>FACILITATION TIPS:</p> <p>Variants:</p> <ul style="list-style-type: none"> <li>• Before placing the pictograms, they can tell a danger situation that could happen in a room and how to react.</li> <li>• For the older participants, it's possible to impose a time-limit.</li> <li>• Art of mime: A participant mimes a situation that occurs in a room and the others have to recognize it.</li> </ul> |  |  |
| APPROXIMATE TIME NEEDED            | 15-30 min   |  |  |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>• To print: <ul style="list-style-type: none"> <li>○ House map</li> <li>○ 7 pictograms to cut (print various sheets in order to all the participants can have enough models)</li> </ul> </li> <li>• Scissors</li> </ul>  |  |  |
| BACKGROUND INFORMATION and SOURCES | Croatian Red Cross, IFRC materials for World First Aid Day delivered to National Societies – translated to Croatian language by Croatian Red Cross  |  |  |
| Available language                 | English   |  |  |



## 2. You can play/But do not touch

|                                    |  |   |  |
|------------------------------------|--|---|--|
| SUBJECT                            | First aid  |   |  |
| SUBTITLE                           | Raising awareness on dangers at home   |   |  |
| TARGET GROUP                       | KINDERGARTEN   | X | X Pupils<br>X Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
|                                    | PRIMARY SCHOOL   | X | X Pupils<br>X Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>• Participants have a clear understanding of dangerous items.</li> <li>• They develop the reflex to ask themselves whether or not they can use safely an item.</li> </ul>   |   |  |
| HOW TO RUN THE ACTIVITY?           | <p>Give a Start sign «You can play!» and a Prohibition sign «Do not touch!» to children.</p> <p>Show them common items or images of common items, dangerous or not.</p> <ul style="list-style-type: none"> <li>• If they represent an item with which children can play, each of them shows its smiling star and says «You can play!». If the image or the illustration represents an item or a tool for adults, you show the appropriate sign, saying «Do not touch!».</li> <li>• Then you can offer them a pasting activity with an area «You can play!» and an area «Do not touch!».</li> </ul> <p>FACILITATION TIPS: You must explain that items for adults are useful but dangerous and that they must be kept away from children</p> |   |  |
| APPROXIMATE TIME NEEDED            | 45 min   |   |  |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>• Sign "You can touch"</li> <li>• Sign "Do not touch"</li> </ul>  |   |  |
| BACKGROUND INFORMATION and SOURCES | <p>Croatian Red Cross:<br/>"First aid and Children: Resource Guide", IFRC<br/><a href="https://gadrrres.net/resources/first-aid-and-children-resource-guide">https://gadrrres.net/resources/first-aid-and-children-resource-guide</a><br/>Adopted in manual "Education for humanity from early ages", Croatian Red Cross, page 154</p>   |   |  |
| Available language                 | English and Croatian   |   |  |



### 3. Colour the dangers

|                                    |   |   |   |
|------------------------------------|---|---|---|
| SUBJECT                            | First aid   |   |   |
| SUBTITLE                           | Raising awareness on dangers at home  |   |   |
| TARGET GROUP                       | KINDERGARTEN  | X | X Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
|                                    | PRIMARY SCHOOL  | X | X Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
| OBJECTIVES AND OUTCOMES            | Participants will test their knowledge on daily dangers   |   |   |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>• Print the existing colourings or create new ones.</li> <li>• Give detailed instructions to participants (they can colour the drawing areas representing a danger)</li> <li>• When colouring is done, review and explain the areas representing a danger with them.</li> <li>• Do it again until the participants understand every danger</li> </ul> <p>FACILITATION TIPS: Make sure you give feedback to participants at the end of the activity by clarifying the dangers</p> |   |   |
| APPROXIMATE TIME NEEDED            | 45 min  |   |   |
| REQUIRED MATERIALS                 | Existing colouring or new ones  |   |   |
| BACKGROUND INFORMATION and SOURCES | Croatian Red Cross:<br>"IFRC materials for World First Aid Day delivered to National Societies"   |   |   |
| Available language                 | English   |   |   |





#### 4. Help your bear

|                                    |   |   |   |
|------------------------------------|---|---|---|
| SUBJECT                            | First aid   |   |   |
| SUBTITLE                           | Preparation for first aid procedure   |   |   |
| TARGET GROUP                       | KINDERGARTEN  | X | X Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
|                                    | PRIMARY SCHOOL  | X | X Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>• Make participants aware of possible dangers</li> <li>• Teach accident prevention measures</li> </ul>   |   |   |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>• Ask the participants to bring their toys in the kindergarten</li> <li>• Prepare the first aid kit</li> <li>• Talk to them about possible injuries in the room and on the playground</li> <li>• Tell them a story: your bear was driving a bike and he fell off the bike. When he fell, he grazed his hand.</li> <li>• Ask them: How will you help your bear? What are you going to tell him?</li> <li>• Show them the first aid kit</li> <li>• Explain how to help their bears and what they need to do</li> <li>• Explain to them that injuries occur every day and that it is important to help your friend</li> </ul> <p>FACILITATION TIPS:<br/>If it is too difficult for some participants to put a bear in the role of the injured, ask them to be your assistant.</p> |   |   |
| APPROXIMATE TIME NEEDED            | 45 min  |   |   |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>• First aid kit</li> <li>• Stuffed bear</li> </ul>   |   |   |
| BACKGROUND INFORMATION and SOURCES | Croatian Red Cross:<br>Leonarda Kolarić, volunteer 2014.  |   |   |
| Available language                 | Croatian  |   |   |



## 5. First aid, help!

|                                    |  |   |  |
|------------------------------------|--|---|--|
| SUBJECT                            | First aid  |   |  |
| SUBTITLE                           | Basics of first aid in simulated situations  |   |  |
| TARGET GROUP                       | KINDERGARTEN   | X | X Pupils<br>X Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
|                                    | PRIMARY SCHOOL   | X | X Pupils<br>X Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>Participants will perform and observe a situation and offer adequate first aid techniques.</li> <li>Participants will learn the basics of first aid in simulated situations.</li> </ul>   |   |  |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>The facilitator groups participants into 4 groups and gives each group an example situation (a person who has a bleeding nose, a person who got hit, a person with a scratch, a person with a broken arm or leg)</li> <li>The facilitator explains the situations written on a paper card.</li> <li>The facilitator encourages participants to think of a scenario that led to the given situation and to enact what they would do in such a situation.</li> <li>After the presentation, they discuss what would be the best response to such a scenarios in terms of first aid.</li> </ul> <p>FACILITATION TIPS:<br/>If there are not enough participants to organize in 4 groups, one group can enact two injuries.</p> |   |  |
| APPROXIMATE TIME NEEDED            | 30 min   |   |  |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>Paper cards with first aid situations: A person with a bleeding nose, a person who got hit, a person with a scratch, a person with a broken arm or leg.</li> <li>"Instructions for first aid" enclosure.</li> </ul>   |   |  |
| BACKGROUND INFORMATION and SOURCES | Croatian Red Cross:<br>Page number 156 in manual "Education for humanity from early ages"  |   |  |
| Available language                 | Croatian   |   |  |



## 6. Always stay focused

|                                    |  |   |  |
|------------------------------------|--|---|--|
| SUBJECT                            | First aid  |   |  |
| SUBTITLE                           | Raising awareness on first aid   |   |  |
| TARGET GROUP                       | KINDERGARTEN   | X | X Pupils<br>X Teacher<br>X Director<br>X Caregiver/parents |
|                                    | PRIMARY SCHOOL   | X | X Pupils<br>X Teacher<br>X Director<br>X Caregiver/parents |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>• Introduction to first aid</li> <li>• Learning the basics of first aid for everyday needs</li> <li>• Learning the techniques of first aid</li> </ul>   |   |  |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>• A doctor or first aid trainer presents first aid basics</li> <li>• One demonstrator (for a group of 4 participants) demonstrates how to provide first aid (techniques for: external bleeding, dislocations, fractures, wounds, burns, frost bites, epileptic seizure, collapse)</li> <li>• During the demonstration the participants (actors) with different types of injuries or seizures enter the room and the participants need to provide first aid</li> </ul> |   |  |
| APPROXIMATE TIME NEEDED            | Oral presentation: 30 minutes<br>Practical presentation: 15 minutes<br>Practice: 15 minutes<br>Total: 60 minutes   |   |  |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>• First aid kit – gauze, plaster, bandage, gloves, triangular bandages.</li> <li>• Injury make up</li> </ul>  |   |  |
| BACKGROUND INFORMATION and SOURCES | Red Cross of North Macedonia:<br>First aid manual- Revised 10 <sup>th</sup> edition British Red Cross, St. Andrew's First Aid, St. John Ambulance, translated on North Macedonian language.<br><a href="https://giftshop.redcross.org.uk/product/first-aid-manual-10th-edition">https://giftshop.redcross.org.uk/product/first-aid-manual-10th-edition</a><br>Working group: Aleksandra Servini, Adila Ramicevikj, Dimce Milanov, Biljana Josifoska  |   |  |
| Available language                 | North Macedonian, English  |   |  |



## 7. What do I know about first aid?

|                                    |   |   |  |
|------------------------------------|---|---|--|
| SUBJECT                            | First aid   |   |  |
| SUBTITLE                           | Raising awareness on first aid  |   |  |
| TARGET GROUP                       | KINDERGARTEN  | X | X Pupils<br>X Teacher<br>X Director<br>X Caregiver/parents |
|                                    | PRIMARY SCHOOL  | X | X Pupils<br>X Teacher<br>X Director<br>X Caregiver/parents |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>• Raised awareness on the importance of first aid</li> <li>• Improved knowledge on first aid</li> </ul>  |   |  |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>• The facilitator first asks questions to the audience on how to correctly provide first aid in different scenarios (e.g. wounds, fractures, bleeding, burns, unconsciousness, CPR, ..)</li> <li>• Demonstration: Following the answers, the facilitator shows a slide with the correct information and the correct first aid measure is explained and shown.</li> <li>• First aid workshop: In small groups (4-5 participants). Everyone can try the first aid measures and the trainer (one per group) supports and helps in providing first aid.</li> </ul> |   |  |
| APPROXIMATE TIME NEEDED            | Power point presentation 30 minutes<br>Demonstration 30 minutes<br>First aid workshop 30 minutes<br>Total 90 minutes  |   |  |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>• Laptop, projector</li> <li>• First aid kit 4-5 (gloves, gauze, bandages, plaster, triangular bandage)</li> </ul>   |   |  |
| BACKGROUND INFORMATION and SOURCES | Red Cross of North Macedonia:<br>First aid manual- Revised 10 <sup>th</sup> edition British Red Cross, St. Andrew's First Aid, St. John Ambulance, translated on North Macedonian language<br><a href="https://giftshop.redcross.org.uk/product/first-aid-manual-10th-edition">https://giftshop.redcross.org.uk/product/first-aid-manual-10th-edition</a><br>Working group: Biljana Josifoska, Aleksandra Servini, Dimce milanov, Adila Ramicevikj  |   |  |
| Available language                 | English, North Macedonian language  |   |  |



## 8. Find the egg

|                          |  |   |   |
|--------------------------|--|---|---|
| SUBJECT                  | First aid  |   |   |
| SUBTITLE                 | Raising awareness on first aid   |   |   |
| TARGET GROUP             | KINDERGARTEN   | X | X Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
|                          | PRIMARY SCHOOL   | X | X Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
| OBJECTIVES AND OUTCOMES  | <ul style="list-style-type: none"> <li>• Developing a sense and importance for first aid from youngest age</li> <li>• Introduction to the types of injuries</li> <li>• Introduction to the urgency of injuries</li> <li>• Introduction to checking other injuries and recognizing injuries</li> </ul>  |   |   |
| HOW TO RUN THE ACTIVITY? | <ul style="list-style-type: none"> <li>• The facilitator presents different types of injuries and shows symbols how they can be recognized (unconsciousness, bleeding, fractures, burns).</li> <li>• The facilitator presents the colours of triage and indicates which colour is appropriate for each injury.</li> <li>• A symbol is placed in the Kinder-egg pod which is suitable for the specified injury and hidden under some part of the body.</li> <li>• Participants have to start the procedure for checking injuries from head to toe, they should find the Kinder-egg pod with the symbol for the injury and connect it to the right colour corresponding to the symbol of the exact injury.</li> </ul> <p>FACILITATION TIPS:<br/>The facilitator should explain the "head to toe" assessment to the participants considering adequate vocabulary level. He/she should assist during the assessment. This game can be performed one on one or in groups. If performed in groups, the assessment can be timed in order to be more fun for participants.</p> |   |   |
| APPROXIMATE TIME NEEDED  | 30min  |   |   |
| REQUIRED MATERIALS       | <ul style="list-style-type: none"> <li>• Kinder-egg pods</li> <li>• Collage (green, yellow, red, black)</li> <li>• Paper with symbols of different injuries</li> <li>• Scissors</li> </ul>   |   |   |



|                                    |   |
|------------------------------------|---|
| BACKGROUND INFORMATION and SOURCES | Red Cross of North Macedonia:<br>First aid manual- Revised 10th edition British Red Cross, St. Andrew's First Aid, St. John Ambulance<br><a href="https://giftshop.redcross.org.uk/product/first-aid-manual-10th-edition">https://giftshop.redcross.org.uk/product/first-aid-manual-10th-edition</a><br>Working group: Dimce milanov, Aleksandra Servini, Adila Ramicevikj, Biljana Josifoska |
| Available language                 | English, North Macedonian language  |



## 9. Emergency Call

|                                    |  |   |  |
|------------------------------------|--|---|--|
| SUBJECT                            | First Aid  |   |  |
| SUBTITLE                           | Activity to train kindergarten children doing emergency calls  |   |  |
| TARGET GROUP                       | KINDERGARTEN   | x | x Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents                        |
|                                    | PRIMARY SCHOOL   |   | <input type="checkbox"/> Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>• Participants know how to reach emergency services</li> <li>• Participants can handle emergency calls</li> <li>• Participants provide the necessary information to the emergency control centre</li> </ul>   |   |  |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>• Conversation in the group/class: How to call for help?</li> <li>• Training to phrase important information</li> <li>• Game: a handpuppet should learn how to call the emergency service, but is doing everything wrong, ROKO and the participants show how to do better.</li> </ul> |   |  |
| APPROXIMATE TIME NEEDED            | 2 hours  |   |  |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>• Handout (page 13/14) in Roko Booklet</li> <li>• Poster "Emergency Calls"</li> </ul>   |   |  |
| BACKGROUND INFORMATION AND SOURCES | Austrian Youth Red Cross:<br><b>ROKO Booklet – First Aid, p. 13-14</b><br><a href="http://www.jugendrotkreuz.at/oesterreich/angebote/roko-mit-dem-roten-kreuz/roko-1-erste-hilfe/">http://www.jugendrotkreuz.at/oesterreich/angebote/roko-mit-dem-roten-kreuz/roko-1-erste-hilfe/</a>  |   |  |
| AVAILABLE LANGUAGE                 | German   |   |  |



## 10. First Aid Kit

|                                    |  |   |  |
|------------------------------------|--|---|--|
| SUBJECT                            | First Aid  |   |  |
| SUBTITLE                           | Activity to teach kindergarten children what a first aid kit is and how to use it  |   |  |
| TARGET GROUP                       | KINDERGARTEN   | x | x Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents                        |
|                                    | PRIMARY SCHOOL   |   | <input type="checkbox"/> Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>• Participants know where to find first aid kits</li> <li>• Participants know what's inside a first aid kit</li> <li>• Participants dress a small wound</li> </ul>  |   |  |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>• Name and talk about the materials (first aid kit, Roko 1, p.3)</li> <li>• Talk about small injuries (Roko 1, p. 6-9)</li> <li>• Talk about where to find first aid kits, have a look to first aid kits (Roko 1, p.9-12)</li> </ul>            |   |  |
| APPROXIMATE TIME NEEDED            | 2 hours  |   |  |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>• Handout Roko Booklet 1</li> <li>• First Aid Kit</li> </ul>  |   |  |
| BACKGROUND INFORMATION AND SOURCES | Austrian Youth Red Cross:<br><b>ROKO Booklet – First Aid, p. 3, 6-9</b><br><a href="http://www.jugendrotkreuz.at/oesterreich/angebote/roko-mit-dem-roten-kreuz/roko-1-erste-hilfe/">http://www.jugendrotkreuz.at/oesterreich/angebote/roko-mit-dem-roten-kreuz/roko-1-erste-hilfe/</a> |   |  |
| AVAILABLE LANGUAGE                 | German   |   |  |





## 11. First Aid Workshop/Excursion Ambulance Service

|                                    |   |   |  |
|------------------------------------|---|---|--|
| SUBJECT                            | First Aid   |   |  |
| SUBTITLE                           | Activity for kindergarten children to have a first positive contact with ambulance services and first aid   |   |  |
| TARGET GROUP                       | KINDERGARTEN  | x | x Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents                        |
|                                    | PRIMARY SCHOOL  |   | <input type="checkbox"/> Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>• Participants get in touch with the ambulance services</li> <li>• Participants can try out some first aid activities</li> </ul>   |   |  |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>• Have a look to an ambulance car</li> <li>• Train calling emergency numbers</li> <li>• Discussion about "help", giving assistance</li> <li>• Practice: small wound-dressing (try out)</li> <li>• Practice: lateral position (just for fun)</li> </ul> |   |  |
| APPROXIMATE TIME NEEDED            | 2 hours   |   |  |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>• Give -aways</li> <li>• Visiting an ambulance car</li> <li>• Mobile phones</li> <li>• Certificates for the participants</li> </ul>  |   |  |
| BACKGROUND INFORMATION AND SOURCES | Austrian Red Cross:<br><b>ROKO Booklet – First Aid</b><br><a href="http://www.jugendrotkreuz.at/oesterreich/angebote/roko-mit-dem-roten-kreuz/roko-1-erste-hilfe/">http://www.jugendrotkreuz.at/oesterreich/angebote/roko-mit-dem-roten-kreuz/roko-1-erste-hilfe/</a>                         |   |  |
| AVAILABLE LANGUAGE                 | German  |   |  |



## 12. First Aid children emergency training

|                                    |  |   |   |
|------------------------------------|--|---|---|
| SUBJECT                            | First Aid  |   |   |
| SUBTITLE                           | First aid training for teachers for the special target group of babies and children  |   |   |
| TARGET GROUP                       | KINDERGARTEN   | X | <input type="checkbox"/> Pupils<br>x Teacher<br>x Director<br>x Caregiver/parents |
|                                    | PRIMARY SCHOOL   | X | <input type="checkbox"/> Pupils<br>x Teacher<br>x Director<br>x Caregiver/parents |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>• Know how to act in emergency situations with children</li> <li>• How to do CPR</li> <li>• How to treat first aid in case of choking</li> <li>• For long version: complete First Aid Training</li> </ul> |   |   |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>• First aid training</li> </ul>   |   |   |
| APPROXIMATE TIME NEEDED            | 2-4 hours<br>Long version: 16 hours  |   |   |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>• First aid booklet for children in emergencies</li> <li>• Manikins, first aid materials, helmets,...</li> <li>• Power point presentation</li> </ul>  |   |   |
| BACKGROUND INFORMATION AND SOURCES | Austrian Youth Red Cross:<br><a href="https://www.rotekreuz.at/site/erste-hilfe/erste-hilfe-kurse/erste-hilfe-kindernotfallkurs/">https://www.rotekreuz.at/site/erste-hilfe/erste-hilfe-kurse/erste-hilfe-kindernotfallkurs/</a>                 |   |   |
| AVAILABLE LANGUAGE                 | German   |   |   |



### 13. First aid show

|                                    |   |   |  |
|------------------------------------|---|---|--|
| SUBJECT                            | First aid   |   |  |
| SUBTITLE                           | Raising awareness on first aid  |   |  |
| TARGET GROUP                       | KINDERGARTEN  | X | Pupils<br>Teacher<br>Director<br>Caregiver/parents |
|                                    | PRIMARY SCHOOL  | X | Pupils<br>Teacher<br>Director<br>Caregiver/parents |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>• Developing a sense of first aid from youngest age</li> <li>• Introduction to checking other injuries and recognizing injuries</li> <li>• Introduction to the basics of first aid</li> <li>• Keeping participant's attention in a fun and cheerful way</li> </ul>   |   |  |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>• Two actors are needed who will act in this puppet show. One of them will be hurt, and the other will be his/her friend who will be the role of a rescuer in the play itself.</li> <li>• The characters are forest animals who are walking through the forest and suddenly one of them is getting hurt (bleeding, fracture)</li> <li>• After the end of the performance, the two actors explain the steps taken in the play</li> </ul> <p>FACILITATION TIPS:</p> <ul style="list-style-type: none"> <li>• During the performance, actors can interact with the audience</li> <li>• In a fun way ask the audience what the animal rescuer need to do to save the injured animal</li> </ul> |   |  |
| APPROXIMATE TIME NEEDED            | 20 minutes  |   |  |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>• Markers</li> <li>• Puppets</li> <li>• Gauze</li> <li>• Table top puppets</li> </ul>  |   |  |
| BACKGROUND INFORMATION and SOURCES | <p>Red Cross of North Macedonia:<br/>           First aid manual- Revised 10th edition British Red Cross, St. Andrew's First Aid, St John Ambulance<br/> <a href="https://giftshop.redcross.org.uk/product/first-aid-manual-10th-edition">https://giftshop.redcross.org.uk/product/first-aid-manual-10th-edition</a><br/>           Working group: Dimce Milanov, Adila Ramicevikj, Biljana Josifoska, Aleksandra Servini</p>   |   |  |
| Available language                 | <ul style="list-style-type: none"> <li>• English</li> <li>• North Macedonian</li> </ul>   |   |  |



## 14. Help Teddy Bear

|                                    |   |   |  |
|------------------------------------|---|---|--|
| SUBJECT                            | First aid   |   |  |
| SUBTITLE                           | Raising awareness on first aid  |   |  |
| TARGET GROUP                       | KINDERGARTEN  | X | Pupils<br>Teacher<br>Director<br>Caregiver/parents |
|                                    | PRIMARY SCHOOL  | X | Pupils<br>Teacher<br>Director<br>Caregiver/parents |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>Developing first aid sense and meaning from youngest age</li> <li>Introduction to the basics of first aid</li> </ul>   |   |  |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>The facilitator presents first aid basics</li> <li>One demonstrator for each group demonstrates on Teddy Bear how to give first aid (nose bleeding, burns, ...)</li> <li>The participants repeat the exercise on Teddy Bear and between each other together with the demonstrators</li> </ul> <p>FACILITATION TIPS:</p> <ul style="list-style-type: none"> <li>The facilitator and demonstrators present considering the vocabulary level of participants</li> <li>There is one demonstrator for each group</li> </ul> |   |  |
| APPROXIMATE TIME NEEDED            | 10 minutes oral presentation<br>5 minutes demonstration<br>20 minutes interaction with the participants<br>Total: 35 minutes  |   |  |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>Teddy Bear (4, 5 –depending on the number of participants)</li> <li>First aid kit -wrapping material (gauze, bandage, plaster, gloves)</li> </ul>  |   |  |
| BACKGROUND INFORMATION and SOURCES | Red Cross of North Macedonia:<br>First aid manual- Revised 10 <sup>th</sup> edition British Red Cross, St. Andrew's First Aid, St. John Ambulance, translated on North Macedonian language<br><a href="https://giftshop.redcross.org.uk/product/first-aid-manual-10th-edition">https://giftshop.redcross.org.uk/product/first-aid-manual-10th-edition</a><br>Working group: Biljana Josifoska, Adila Ramicevikj, Dimce Milanov, Aleksandra Servini  |   |  |
| Available language                 | English, North Macedonian   |   |  |



## 15. I need to help! Here I am

|                                    |   |   |  |
|------------------------------------|---|---|--|
| SUBJECT                            | First aid   |   |  |
| SUBTITLE                           | Raising awareness on first aid  |   |  |
| TARGET GROUP                       | KINDERGARTEN  |   | Pupils<br>Teacher<br>Director<br>Caregiver/parents |
|                                    | PRIMARY SCHOOL  | X | Pupils<br>Teacher<br>Director<br>Caregiver/parents |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>• Developing a sense for first aid and meaning from youngest age</li> <li>• Introduction to the basics of first aid</li> </ul>   |   |  |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>• The facilitator gives an introduction on first aid</li> <li>• Making small groups (4-5 participants)</li> <li>• Through power point presentations the facilitator asks about the procedure of taking care of injuries (nose bleeding, wounds, fractures, burns, CPR)</li> <li>• The participants write down the way of the procedure as they think it is correct on the flip chart</li> <li>• The facilitator, together with a demonstrator demonstrates the right way of taking care of the injuries</li> </ul> <p>FACILITATION TIPS:</p> <ul style="list-style-type: none"> <li>• Participants from 11 to 14 years</li> <li>• On every slide, the procedure of caring for an injury is described, in the wrong sequence. The participants need to write down how they think the correct sequence is.</li> <li>• When the first part is finished, the facilitator tells them the correct way and in the same time a demonstrator shows how an injury should be taken care of properly.</li> </ul> |   |  |
| APPROXIMATE TIME NEEDED            | Power point presentation 30 minutes<br>Demonstration 15 minutes<br>Total 45 minutes   |   |  |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>• Laptop, projector</li> <li>• First aid kit (gloves, gauze, bandage, triangular bandage)</li> </ul>   |   |  |
| BACKGROUND INFORMATION and SOURCES | Red Cross of North Macedonia:<br>First aid manual- Revised 10 <sup>th</sup> edition British Red Cross, St. Andrew's First Aid, St. John Ambulance, translated on North Macedonian language<br><a href="https://giftshop.redcross.org.uk/product/first-aid-manual-10th-edition">https://giftshop.redcross.org.uk/product/first-aid-manual-10th-edition</a>   |   |  |



|                    |   |
|--------------------|---|
|                    | Working group: Biljana Josifoska, Adila Ramicevikj, Dimce Milanov, Aleksandra Servini |
| Available language | English, North Macedonian   |



## 16. What to do after this?

|                                    |   |   |  |
|------------------------------------|---|---|--|
| SUBJECT                            | First aid   |   |  |
| SUBTITLE                           | Raising awareness on first aid  |   |  |
| TARGET GROUP                       | KINDERGARTEN  |   | Pupils<br>Teacher<br>Director<br>Caregiver/parents |
|                                    | PRIMARY SCHOOL  | X | Pupils<br>Teacher<br>Director<br>Caregiver/parents |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>• Assessment about the real knowledge of first aid</li> <li>• Introduction to the basics of first aid</li> <li>• Introduction of the possible scenarios</li> </ul>   |   |  |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>• Participants write their most favourite action that they want to do and why they want to do it on a paper</li> <li>• The facilitator assigns each participant with images with already set scenarios (car accident, football match, bike riding, playground game etc.) and asks them what they will do</li> <li>• After the participants have completed their tasks, the facilitator takes all the answers and presents each scenario to the participants</li> </ul> <p>FACILITATION TIPS:</p> <ul style="list-style-type: none"> <li>• To pay attention to the key steps to be taken in first aid in the newly created scenarios.</li> <li>• To explain to participants the dangers they can encounter in given scenarios.</li> </ul> |   |  |
| APPROXIMATE TIME NEEDED            | <ul style="list-style-type: none"> <li>• 45min.</li> </ul>  |   |  |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>• Markers</li> <li>• Pictures with scenario</li> <li>• Paper</li> </ul>  |   |  |
| BACKGROUND INFORMATION and SOURCES | <p>Red Cross of North Macedonia:<br/> First aid manual- Revised 10th edition British Red Cross, St. Andrew's First Aid, St. John Ambulance. <a href="https://giftshop.redcross.org.uk/product/first-aid-manual-10th-edition">https://giftshop.redcross.org.uk/product/first-aid-manual-10th-edition</a>, Working group: Dimce Milanov, Adila Ramicevikj, Biljana Josifoska, Aleksandra Servini</p>  |   |  |
| Available language                 | English, North Macedonian   |   |  |



## 17. First Aid kit

|                                    |  |   |  |
|------------------------------------|--|---|--|
| SUBJECT                            | First aid  |   |  |
| SUBTITLE                           | Raising awareness on first aid   |   |  |
| TARGET GROUP                       | KINDERGARTEN   |   | Pupils<br>Teacher<br>Director<br>Caregiver/parents |
|                                    | PRIMARY SCHOOL   | X | Pupils<br>Teacher<br>Director<br>Caregiver/parents |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>Participants learn about the contents of a first aid kit and basic first aid</li> <li>Participants would be able to identify the materials in the first aid kit and know how to use the correct material for each injury</li> </ul>   |   |  |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>First one demonstrator presents First aid basics.</li> <li>All objects (first aid and non-first aid) are spread on the floor and are covered with a blanket or a scarf.</li> <li>The groups gather around the covered objects. The cover is removed for exactly one minute.</li> <li>Afterwards, the groups gather separately and write down all first aid objects they can remember.</li> <li>The group with the most complete list with first aid objects wins. One point is deducted for each non-first aid object listed.</li> </ul> <p>FACILITATION TIPS:</p> <ul style="list-style-type: none"> <li>The facilitator and demonstrators present with participant's vocabulary level</li> <li>If the groups are bigger there can be more than 10 objects, for e. g 15 first aid objects and 15 non-first aid objects.</li> <li>There can be an award for the group that wins, e. g a first aid kit.</li> </ul> |   |  |
| APPROXIMATE TIME NEEDED            | 40 minutes   |   |  |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>Blanket or scarf</li> <li>10 first aid materials such as: gauze pads, bandages, splints, cotton, scissors, tweezers, rubber gloves, thermometer etc.</li> <li>10 non-first aid materials such as: a ball, pencil, photo, penny, shoe, glove, toothpaste etc.</li> </ul>   |   |  |
| BACKGROUND INFORMATION and SOURCES | Red Cross of North Macedonia:<br>First aid manual- Revised 10 <sup>th</sup> edition British Red Cross, St. Andrew's First Aid, St. John Ambulance, translated on North Macedonian language   |   |  |





|                    |   |
|--------------------|---|
|                    | <a href="https://giftshop.redcross.org.uk/product/first-aid-manual-10th-edition">https://giftshop.redcross.org.uk/product/first-aid-manual-10th-edition</a><br>Working group: Adila Ramicevikj, Dimce Milanov, Aleksandra Servini,<br>Biljana Josifoska |
| Available language | English, North Macedonian   |



## 18. What do I know about first aid?

|                                    |  |   |                   |
|------------------------------------|--|---|-------------------|
| SUBJECT                            | First Aid  |   |                   |
| SUBTITLE                           | Knowledge assessment and raising awareness on first aid  |   |                   |
| TARGET GROUP                       | KINDERGARTEN   | X | Pupils            |
|                                    |  | X | Teacher           |
|                                    |  | X | Director          |
|                                    |  | X | Caregiver/parents |
| TARGET GROUP                       | PRIMARY SCHOOL   | X | Pupils            |
|                                    |  | X | Teacher           |
|                                    |  | X | Director          |
|                                    |  | X | Caregiver/parents |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>• Raised awareness on first aid</li> <li>• Improved knowledge on first aid</li> </ul>   |   |                   |
| HOW TO RUN THE ACTIVITY?           | <p>First aid workshop</p> <ul style="list-style-type: none"> <li>• The facilitator first asks questions in front of everyone. They give an answer.</li> <li>• After every question, there is a slide with the correct information. Everyone takes an active part in this interaction.</li> <li>• The demonstrator on one volunteer shows how to take care of the injuries such as CPR, wounds, fractures, bleeding, burns, unconsciousness.</li> <li>• The small groups (4-5 participants) are formed to repeat a procedure of taking care of the injuries.</li> </ul> <p>FACILITATION TIPS:</p> <ul style="list-style-type: none"> <li>• One facilitator and one demonstrator is needed.</li> <li>• Asking questions and providing answers with support of power point presentations is helpful.</li> <li>• Every group works with one demonstrator.</li> </ul> |   |                   |
| APPROXIMATE TIME NEEDED            | <ul style="list-style-type: none"> <li>• Power point presentation 30 minutes</li> <li>• Demonstration 30 minutes</li> <li>• First aid workshop 30 minutes</li> </ul>   |   |                   |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>• Laptop, projector</li> <li>• First aid kit 4-5 (gloves, gauze, bandages, plaster, triangular bandage)</li> </ul>  |   |                   |
| BACKGROUND INFORMATION and SOURCES | <p>Red Cross of North Macedonia:<br/>         First aid manual- Revised 10<sup>th</sup> edition British Red Cross, St. Andrew's First Aid, St. John Ambulance, translated on North Macedonian language,<br/> <a href="https://giftshop.redcross.org.uk/product/first-aid-manual-10th-edition">https://giftshop.redcross.org.uk/product/first-aid-manual-10th-edition</a>,<br/>         Working group: Biljana Josifoska, Aleksandra Servini, Dimce milanov, Adila Ramicevikj</p>   |   |                   |



|                    |                           |
|--------------------|---------------------------|
| Available language | English, North Macedonian |
|--------------------|---------------------------|



## SCHOOL/ KINDERGARTEN SAFETY

### 1. Important sounds introduction

|                                    |   |   |  |
|------------------------------------|---|---|--|
| SUBJECT                            | Kindergarten and school safety  |   |  |
| SUBTITLE                           | Raising awareness on school safety  |   |  |
| TARGET GROUP                       | KINDERGARTEN X  | X | Pupils<br>Teacher<br>Director<br>Caregiver/parents |
|                                    | PRIMARY SCHOOL  | X | Pupils<br>Teacher<br>Director<br>Caregiver/parents |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>• Being familiar with the emergency/important sounds (police, fire department, ambulance, emergency alarms)</li> <li>• Explaining the importance of the services and their roles and duties in case of an emergency (police, fire department and ambulance)</li> </ul> |   |  |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>• Explaining the importance and role of the emergency services</li> <li>• Listening to the sounds on internet or a CD to distinguish them and learn what sound means what.</li> <li>• Setting the rope for zhe exit in line from the classrooms.</li> </ul>            |   |  |
| APPROXIMATE TIME NEEDED            | 30 minutes  |   |  |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>• CD with emergency sounds or internet access with laptops</li> <li>• Rope</li> </ul>  |   |  |
| BACKGROUND INFORMATION and SOURCES | Red Cross of North Macedonia:<br>„Manual for protection and self-protection in case of natural disasters and other emergencies - for working with children aged 4 to 6 years“, page 17  |   |  |
| Available language                 | North Macedonian language   |   |  |



## 2. Road Safety in kindergarten

|                                    |   |   |   |
|------------------------------------|---|---|---|
| SUBJECT                            | Kindergarten safety   |   |   |
| SUBTITLE                           | Road safety education for kindergarten children to participate appropriately in traffic   |   |   |
| TARGET GROUP                       | KINDERGARTEN  | X | <input checked="" type="checkbox"/> Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
|                                    | PRIMARY SCHOOL  |   | <input type="checkbox"/> Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents            |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>• Participants know dangers on the way to the kindergarten</li> <li>• Participants know how to cross a road in a safe way</li> <li>• Participants know how to deal with traffic lights and major traffic signs</li> </ul>  |   |   |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>• Trial/Game: which clothes are better to see in darkness (dark room/flashlight)</li> <li>• Collecting pictures from newspapers with the context "road" (no accidents), name important things, signs, cars,... (e.g. this is a lorry, bicycle, stop sign,...)</li> <li>• Listen to music (rattle) from the left and the right direction, do it with closed eyes (and talk about left/right)</li> </ul> |   |   |
| APPROXIMATE TIME NEEDED            | 4 hours   |   |   |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>• Handout Roko Booklet 2</li> <li>• Poster</li> </ul>  |   |   |
| BACKGROUND INFORMATION and SOURCES | Austrian Youth Red Cross:<br><b>ROKO Booklet – Road Safety</b><br><a href="http://www.jugendrotkreuz.at/oesterreich/angebote/roko-mit-dem-roten-kreuz/roko-2-strassenverkehr/">http://www.jugendrotkreuz.at/oesterreich/angebote/roko-mit-dem-roten-kreuz/roko-2-strassenverkehr/</a>   |   |   |
| Available language                 | German  |   |   |



**3. Get out of here!**

|                          |  |   |  |
|--------------------------|--|---|--|
| SUBJECT                  | School safety  |   |  |
| SUBTITLE                 | Raising awareness and understanding of vulnerable groups emergency situations  |   |  |
| TARGET GROUP             | KINDERGARTEN   |   | <input type="checkbox"/> Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
|                          | PRIMARY SCHOOL   | X | X Pupils<br>X Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents   |
| OBJECTIVES AND OUTCOMES  | <ul style="list-style-type: none"> <li>To be aware of and understand some of the difficulties and challenges that vulnerable people, such as those living with disabilities, may face on a daily basis, especially their enhanced vulnerability in a situation of an emergency.</li> <li>To develop empathy to gain greater insight into the feelings and needs of vulnerable groups and, as a result, to be better equipped to take action to promote a culture of non-violence and peace in society.</li> </ul>  |   |  |
| HOW TO RUN THE ACTIVITY? | <ul style="list-style-type: none"> <li>Participants are divided into two groups; in one group, all participants are blindfolded and half of them are not allowed to speak.</li> <li>Through the simulation of an emergency situation (e.g., fire, building collapse, etc.), participants have to find their way to the exit in a short amount of time.</li> <li>After reflecting on the evacuation process, participants from the two groups switch roles and go through a similar simulation process.</li> <li>Finally, they compare the outcomes of the two situations to reflect on their awareness and understanding of the feelings and needs of people living with disabilities and on how empathy can help to positively change mindsets, attitudes and behaviours.</li> </ul> <p>FACILITATION TIPS:</p> <p>It is best not to let the simulation exercises last too long. Define an appropriate evacuation time depending on your objectives and time-frame, as well as on the size of the group and the speed at which the participants complete the different steps of the suggested process.</p> <p>Note that some participants may feel uncomfortable about physical closeness to others and/or being blindfolded. Also, some may experience overwhelming emotions as this activity might bring up memories from real life.</p> |   |  |



|                                    |   |
|------------------------------------|---|
| APPROXIMATE TIME NEEDED            | 60 minutes  |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>• A board or a sheet of paper</li> <li>• Blindfolds for half the number of participants</li> <li>• A whistle or a bell</li> <li>• String or tape</li> <li>• A flipchart or white/blackboard</li> <li>• Markers or chalk</li> </ul> |
| BACKGROUND INFORMATION and SOURCES | <p>Bulgarian Red Cross:<br/>YABC Toolkit</p> <p>Youth as agents of behavioural change, International Federation of Red Cross and Red Crescent Societies</p>   |
| Available language                 | English   |



**4. All for one and one for all**

|                          |   |   |  |
|--------------------------|---|---|--|
| SUBJECT                  | School safety   |   |  |
| SUBTITLE                 | Increasing preparedness for an evacuation in case of an emergency/disaster at school  |   |  |
| TARGET GROUP             | KINDERGARTEN  |   | <input type="checkbox"/> Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
|                          | PRIMARY SCHOOL  | X | x Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents                        |
| OBJECTIVES AND OUTCOMES  | <p>Acquire knowledge and skills related to evacuation in case of an emergency/disaster at school, as a procedure for evacuation of a school that is in accordance with their evacuation plan.</p> <ul style="list-style-type: none"> <li>• Participants will acquire knowledge in which cases the evacuation procedure is applied.</li> <li>• Participants will acquire the skills of evacuation from a school that is in accordance with the school evacuation plan.</li> <li>• Participants will build their attitude on their role and needs for proper treatment in the event of an emergency/disaster at school.</li> </ul>  |   |  |
| HOW TO RUN THE ACTIVITY? | <ul style="list-style-type: none"> <li>• The facilitator invites participants to stand in line of two outside of their bench. Then they need to be ranked in pairs in the column from the lowest to the higher. The facilitator reminds the participants to remember each other well, and their order in the column. Every participant takes care that they are always next to the same pair during the evacuation.</li> <li>• The facilitator explains to the participants that the place of gathering before the evacuation is the wall next to the door inside the classroom. Once a column has been formed, it is explained to the participants that it is necessary to be silent and to follow their teacher.</li> <li>• The facilitator instructs the teacher that it is necessary to follow the evacuation plan that is located in the classroom or in front of it.</li> <li>• As it is defined by the evacuation plan, in a column and in silence, all together are moving to the place of gathering in front of the school (defined by the evacuation plan).</li> <li>• After a successful evacuation, the facilitator motivates participants and teachers and applauds them.</li> <li>• The facilitator explains to the participants to return to the classroom in the same way.</li> </ul> |   |  |





|                                    |  |
|------------------------------------|--|
|                                    | <ul style="list-style-type: none"> <li>• After entering the classroom, the facilitator explains to the participants what was done well in accordance with the defined plan and what they could improve.</li> </ul> <p>FACILITATION TIPS:</p> <ul style="list-style-type: none"> <li>• The activity can only be realized with the consent of teachers and in accordance with evacuation plans at school.</li> <li>• The activity should be conducted in silence and without role play.</li> </ul> |
| APPROXIMATE TIME NEEDED            | 20 minutes.  |
| REQUIRED MATERIALS                 | None   |
| BACKGROUND INFORMATION and SOURCES | Red Cross of Serbia:<br>Methodological instructions for implementation of DRR workshops with children 9-11 years old - The Red Cross of Serbia: DM department, DRR trainers and instructors.   |
| Available language                 | Serbian - Cyrillic   |



**5. Mapping the school and community**

|                                    |   |   |  |
|------------------------------------|---|---|--|
| SUBJECT                            | School safety   |   |  |
| SUBTITLE                           | Identifying safe places in case of an emergency   |   |  |
| TARGET GROUP                       | KINDERGARTEN  |   | <input type="checkbox"/> Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
|                                    | PRIMARY SCHOOL  | X | x Pupils<br>x Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents   |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>• To learn safe places inside the school</li> <li>• Participants can find safe places inside the school</li> </ul>   |   |  |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>• Participants are divided into smaller groups.</li> <li>• The task is to draw a school and safe places (including exits) and emergency centres in the school surroundings.</li> <li>• If possible, they should physically go through all of these places.</li> </ul>                                |   |  |
| APPROXIMATE TIME NEEDED            | 45 min  |   |  |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>• Flipcharts</li> <li>• Crayons</li> </ul>   |   |  |
| BACKGROUND INFORMATION and SOURCES | Croatian Red Cross:<br>Adapted by:<br>Our community, Workshop 3, IFRC Reference Centre for Psychosocial Support, Facilitator handbook 1: Getting Started<br><a href="http://pscentre.org/wp-content/uploads/2017/12/Facilitator-handbook-1.pdf">http://pscentre.org/wp-content/uploads/2017/12/Facilitator-handbook-1.pdf</a> , page 52 -56 |   |  |
| Available language                 | English   |   |  |



## 6. Playground dangers

|                                    |  |        |  |
|------------------------------------|--|--------|--|
| SUBJECT                            | Kindergarten and school safety   |        |  |
| SUBTITLE                           | Raising awareness on school and kindergarten safety  |        |  |
| TARGET GROUP                       | KINDERGARTEN   | X<br>X | Pupils<br>Teacher<br>Director<br>Caregiver/parents |
|                                    | PRIMARY SCHOOL   | X<br>X | Pupils<br>Teacher<br>Director<br>Caregiver/parents |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>• Introduction to first aid</li> <li>• Learning the basics of first aid for everyday situations</li> <li>• Learning the techniques of first aid</li> <li>• Awareness of playground dangers</li> </ul>   |        |  |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>• The facilitator introduces a map of a playground</li> <li>• The facilitator shares pictograms of common injuries such as bleeding, wounds, falls, fractures, strike by lightning.</li> <li>• Participants stick the pictograms on different areas of the map where such injuries can occur</li> <li>• The facilitator demonstrates first aid for the injuries</li> </ul> <p>FACILITATION TIPS:</p> <ul style="list-style-type: none"> <li>• Children from 03-10 years old are included.</li> <li>• Each pictogram is shortly explained in the beginning</li> <li>• Encourage participants to think about possible dangers.</li> </ul> |        |  |
| APPROXIMATE TIME NEEDED            | <p>Introduction: 05 minutes<br/>                     Marking dangers (interaction with participants): 15 minutes<br/>                     Demonstration: 15 minutes<br/>                     Total: 35 minutes</p>   |        |  |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>• First aid kit – gauze, plaster, bandage, gloves, triangular bandages.</li> <li>• Poster of playground, pictograms</li> </ul>  |        |  |
| BACKGROUND INFORMATION and SOURCES | <p>Red Cross of North Macedonia:<br/>                     First aid manual- Revised 10<sup>th</sup> edition British Red Cross, St. Andrew's First Aid, St. John Ambulance, translated on North Macedonian language<br/> <a href="https://giftshop.redcross.org.uk/product/first-aid-manual-10th-edition">https://giftshop.redcross.org.uk/product/first-aid-manual-10th-edition</a><br/>                     Working group: Aleksandra Servini, Adila Ramicevikj, Dimce Milanov, Biljana Josifoska</p>   |        |  |
| Available language                 | North Macedonian language, English   |        |  |



**7. How to call for help**

|                                    |   |   |  |
|------------------------------------|---|---|--|
| SUBJECT                            | Kindergarten and school safety  |   |  |
| SUBTITLE                           | Raising awareness on kindergarten and school safety   |   |  |
| TARGET GROUP                       | KINDERGARTEN  | X | Pupils<br>Teacher<br>Director<br>Caregiver/parents |
|                                    | PRIMARY SCHOOL  | X | Pupils<br>Teacher<br>Director<br>Caregiver/parents |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>• Knowledge of phone numbers in case of a disaster</li> <li>• Group work</li> </ul>  |   |  |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>• Grouping the participants in groups of 5</li> <li>• Writing down emergency numbers in a creative way.</li> </ul>                             |   |  |
| APPROXIMATE TIME NEEDED            | 20 minutes  |   |  |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>• Big paper</li> <li>• Coloured paper</li> <li>• Scissors</li> </ul>   |   |  |
| BACKGROUND INFORMATION and SOURCES | Red Cross of North Macedonia:<br>„Manual for protection and self-protection in case of natural disasters and other emergencies - for working with children aged 4 to 6 years“, page 9 |   |  |
| Available language                 | North Macedonian language   |   |  |



## 8. Electric devices

|                                    |   |   |  |
|------------------------------------|---|---|--|
| SUBJECT                            | Kindergarten and school safety  |   |  |
| SUBTITLE                           | Raising awareness on kindergarten and school safety   |   |  |
| TARGET GROUP                       | KINDERGARTEN  | X | Pupils<br>Teacher<br>Director<br>Caregiver/parents |
|                                    | PRIMARY SCHOOL  | X | Pupils<br>Teacher<br>Director<br>Caregiver/parents |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>• Marking the fire sources and potential fire risks at home</li> <li>• Marking the potential fire risk points</li> </ul>   |   |  |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>• The facilitator explains to the participants about what a fire is, the causes and about potential risks for a fire in the kindergarten</li> <li>• Maps of different houses are distributed and participants need to put a mark with orange crayons for potential fire points on the pictures.</li> </ul> |   |  |
| APPROXIMATE TIME NEEDED            | 30 minutes  |   |  |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>• Pictures with map of houses</li> <li>• Crayons</li> <li>• Pictures for fire points marking</li> </ul>  |   |  |
| BACKGROUND INFORMATION and SOURCES | Red Cross of North Macedonia:<br>„Manual for protection and self-protection in case of natural disasters and other emergencies - for working with children aged 4 to 6 years“, page 16  |   |  |
| Available language                 | North Macedonian language   |   |  |



### 9. Marking the Exit Door

|                                    |  |   |                   |
|------------------------------------|--|---|-------------------|
| SUBJECT                            | Kindergarten safety  |   |                   |
| SUBTITLE                           | Raising awareness on kindergarten safety   |   |                   |
| TARGET GROUP                       | KINDERGARTEN   | X | Pupils            |
|                                    |  | X | Teacher           |
|                                    |  | X | Director          |
|                                    |  | X | Caregiver/parents |
|                                    | PRIMARY SCHOOL   |   | Pupils            |
|                                    |  |   | Teacher           |
|                                    |  |   | Director          |
|                                    |  |   | Caregiver/parents |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>• Marking the EXIT points and doors</li> <li>• Group work – knowing your kindergarten</li> <li>• Learning about the exit points</li> </ul>      |   |                   |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>• Distributing a map of the kindergarten to pupils</li> <li>• Participants have to mark all the doors and the EXIT's they know</li> </ul>       |   |                   |
| APPROXIMATE TIME NEEDED            | 20 minutes   |   |                   |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>• Stickers</li> <li>• Crayons</li> <li>• Copies of a map of the kindergarten</li> </ul>   |   |                   |
| BACKGROUND INFORMATION and SOURCES | Red Cross of North Macedonia:<br>„Manual for protection and self-protection in case of natural disasters and other emergencies - for working with children aged 4 to 6 years“, page 14 |   |                   |
| Available language                 | North Macedonian language  |   |                   |



**10. Marking safety zones**

|                                    |   |        |  |
|------------------------------------|---|--------|--|
| SUBJECT                            | Kindergarten and school safety  |        |  |
| SUBTITLE                           | Raising awareness on kindergarten and school safety   |        |  |
| TARGET GROUP                       | KINDERGARTEN  | X<br>X | Pupils<br>Teacher<br>Director<br>Caregiver/parents |
|                                    | PRIMARY SCHOOL  | X<br>X | Pupils<br>Teacher<br>Director<br>Caregiver/parents |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>• Checking the awareness regarding potential disasters</li> <li>• Brainstorming for risk signs</li> </ul>  |        |  |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>• Dynamic activity where participants are walking through the classroom and they need to point at the potential risks in the room</li> <li>• Giving them colour paper and scissors to make warning signs and put them on the potential places for risks</li> </ul> |        |  |
| APPROXIMATE TIME NEEDED            | 20 minutes  |        |  |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>• Coloured paper</li> <li>• Scissors</li> </ul>  |        |  |
| BACKGROUND INFORMATION and SOURCES | Red Cross of North Macedonia:<br>„Manual for protection and self-protection in case of natural disasters and other emergencies - for working with children aged 4 to 6 years“, page 7   |        |  |
| Available language                 | North Macedonian language   |        |  |



## PSYCHOSOCIAL SUPPORT

### 1. Feeling cards

|                                    |   |   |   |
|------------------------------------|---|---|---|
| SUBJECT                            | Psycho-social support   |   |   |
| SUBTITLE                           | Activity for development on emotional intelligence  |   |   |
| TARGET GROUP                       | KINDERGARTEN  | X | X Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
|                                    | PRIMARY SCHOOL  | X | X Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>• Designed to develop the emotional intelligence of participants.</li> <li>• To "role play" emotions and feelings and ways to cope with stressful situations through games.</li> <li>• They can be used by parents and children, teachers and psychologists.</li> </ul>  |   |   |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>• A set of Feeling-cards consists of 50 cards. Twenty of them are depicted as emotional states. In another 18, emotions are described by words.</li> <li>• 10 other cards offer games that stimulate emotional development.</li> <li>• Usually the participant picks a card from the deck and depending on the used games.</li> <li>• The participant then has to describe/act out/draw what is the emotion shown or how he/she deals with it.</li> </ul> <p>FACILITATION TIPS:</p> <ul style="list-style-type: none"> <li>• Since some of the emotions are depicted only with pictures, meaning that it's not necessary for the participants to be able to read, Feeling-cards can both be used with children in kindergarten and schools.</li> </ul> |   |   |
| APPROXIMATE TIME NEEDED            | Depends on the number of participants. It's essential to give the floor to everyone, who is playing. Between 15 and 30 mins.  |   |   |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>• A set of Feeling-cards</li> <li>• Additional materials for some of the games – drawing tools, puppets.</li> </ul>  |   |   |
| BACKGROUND INFORMATION and SOURCES | Bulgarian Red Cross:<br><a href="http://positumbg.com/images/stories/positum/library/Feeling_cards.pdf">http://positumbg.com/images/stories/positum/library/Feeling_cards.pdf</a><br>Institute for Positive Psychotherapy, Sofia, Bulgaria  |   |   |
| Available language                 | Bulgarian.<br>Similar tools are available for downloading in English, as well.  |   |   |





**2. 10 faces of emotions**

|                                    |   |   |  |
|------------------------------------|---|---|--|
| SUBJECT                            | Psycho-social support   |   |  |
| SUBTITLE                           | Recognizing and dealing with emotions in emergency situations   |   |  |
| TARGET GROUP                       | KINDERGARTEN  | X | X Pupils<br>X Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
|                                    | PRIMARY SCHOOL  | X | X Pupils<br>X Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>Participants will recognize the existence of different emotions that may appear during and after an earthquake and how to deal with them.</li> </ul>   |   |  |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>Each participant gets two sheets of paper and the prepared material containing illustrations of different emotions.</li> <li>The facilitator asks participants to choose faces with emotions that are likely to show during an earthquake and glue them to the first sheet of paper.</li> <li>Once everyone is done, each participant reads out the emotions they have chosen.</li> <li>Afterwards, there is a discussion about emotions that emerge during an earthquake.</li> <li>After the discussion participants use the second sheet to draw at least three faces with emotions likely to emerge after an earthquake.</li> <li>Once everyone is done, they discuss which emotions they chose and why.</li> <li>In the end, there is a discussion about emotions likely to appear after an earthquake and how to deal with them.</li> </ul> |   |  |
| APPROXIMATE TIME NEEDED            | 30 min  |   |  |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>Cut out from magazines and newspapers printed faces of people showing the following emotions: confused, angry, calm, scared, worried, impatient, surprised, sad, ...</li> <li>White paper</li> <li>Glue</li> </ul>   |   |  |
| BACKGROUND INFORMATION and SOURCES | Croatian Red Cross:<br>Page 200 in manual "Education for humanity from early ages"  |   |  |
| Available language                 | Croatian  |   |  |



### 3. Bubble blowing relaxation activity

|                                    |   |   |   |
|------------------------------------|---|---|---|
| SUBJECT                            | Psycho-social support   |   |   |
| SUBTITLE                           | Dealing with unpleasant emotions  |   |   |
| TARGET GROUP                       | KINDERGARTEN  | X | X Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
|                                    | PRIMARY SCHOOL  | X | X Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>To teach new and constructive ways of dealing with unpleasant emotions</li> <li>Participants can recognize and express their feelings in an appropriate way</li> </ul>   |   |   |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>The facilitator starts with blowing with lots of small balloons, then one big one.</li> <li>All participants are given bubble blowers and they should also blow one big balloon very slowly, one by one.</li> <li>The facilitator connects the balloon blowing activity with anger and distress and how to breathe to calm down.</li> </ul> <p>FACILITATION TIPS:</p> <ul style="list-style-type: none"> <li>If there are too many participants, they should try to blow the bubbles all together not one by one.</li> </ul> |   |   |
| APPROXIMATE TIME NEEDED            | 15 min  |   |   |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>Soap bubble blowers (per child)</li> </ul>   |   |   |
| BACKGROUND INFORMATION and SOURCES | Croatian Red Cross:<br>Internal CRC materials, author: Ines Rezo, CRC volunteer   |   |   |
| Available language                 | Croatian  |   |   |



**4. My body is mine**

|                                    |  |   |   |
|------------------------------------|--|---|---|
| SUBJECT                            | Psycho-social support  |   |   |
| SUBTITLE                           | Raising awareness on violence against children   |   |   |
| TARGET GROUP                       | KINDERGARTEN   | X | <input type="checkbox"/> Pupils<br><input checked="" type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
|                                    | PRIMARY SCHOOL   | X | <input checked="" type="checkbox"/> Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>To raise awareness on violence against children</li> <li>Participants can recognize suspicious bruises on children</li> </ul>   |   |   |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>Participants are divided into smaller groups</li> <li>They should draw a body on a flipchart paper and then usual and suspicious bruises</li> <li>Afterward there is a discussion on how this connects to emergencies and a higher level of violence</li> </ul> <p>FACILITATION TIPS:</p> <ul style="list-style-type: none"> <li>When facilitating the activity with children, we talk about good and bad touches.</li> </ul> |   |   |
| APPROXIMATE TIME NEEDED            | 45 min   |   |   |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>Flipcharts</li> <li>Crayons</li> </ul>  |   |   |
| BACKGROUND INFORMATION and SOURCES | Croatian Red Cross:<br>Adapted by: My body is mine – good touches and bad touches, Workshop 7, IFRC Reference Centre for Psychosocial Support, Facilitator handbook 2: Workshop tracks<br><a href="http://pscentre.org/wp-content/uploads/2017/12/Facilitator-handbook-2.pdf">http://pscentre.org/wp-content/uploads/2017/12/Facilitator-handbook-2.pdf</a> , page 19- 20  |   |   |
| Available language                 | English  |   |   |



**5. Opening and closing the parachute**

|                          |   |   |   |
|--------------------------|---|---|---|
| SUBJECT                  | Psycho-social support   |   |   |
| SUBTITLE                 | Dealing with emotions   |   |   |
| TARGET GROUP             | KINDERGARTEN  | X | X Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
|                          | PRIMARY SCHOOL  | X | X Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
| OBJECTIVES AND OUTCOMES  | <ul style="list-style-type: none"> <li>To open the session and set a tone to the workshop</li> <li>Participants will feel more comfortable during the session to be open about different topics</li> </ul>  |   |   |
| HOW TO RUN THE ACTIVITY? | <p>Ask the participants to stand in a circle. Ask them if they know what a parachute is.</p> <ul style="list-style-type: none"> <li><i>If you have a toy parachute</i>, spread it on the floor in the centre of the circle and ask the participants what they notice about it – its shape, how it is divided into different coloured triangles, etc.</li> <li><i>If you are using an imaginary parachute</i>, explain that it is a large, round piece of fabric and walk about the circle showing participants how large it is. Describe the colours and how the fabric floats up when we lift it into the air. Ask the participants to gather around the edges of the parachute. For the first session, the participants can start introducing themselves by saying their name, age and something they like to do for fun. Have the children hold firmly onto the edge of the parachute or pretend to hold the edge of the pretend parachute. Then tell the participants we’re going to shake the parachute together. Encourage the participants to repeat what you say (and to do as you do, if using the pretend parachute). The group begins shaking the parachute together, first slowly then quickly while chanting “Shake shake, shake shake, shake shake, stop” four times. Everyone stops shaking each time on the word, “Stop”.</li> <li>Then encourage the participants to march round the circle, holding onto the parachute, chanting “Round and round and round and round, stop.” Reverse the direction after they stop.</li> <li>Chant “Into the middle and back away” (4 times, then “Stop”) as you all move close together and then back away. Chant “Down-up, down-up, down-up, down-up” (4 times, then “Stop”) as you pull the parachute down and then lift it up into the air with arms stretched high. Then have the participants help roll up the parachute while chanting: “We’re</li> </ul> |   |   |



|                                    |  |
|------------------------------------|--|
|                                    | <p>rolling up the parachute, the parachute, the parachute, we're rolling up the parachute and putting it away."</p> <ul style="list-style-type: none"> <li>• When closing the parachute don't forget to put it on a safe place for next workshop</li> </ul> <p>FACILITATION TIPS:</p> <ul style="list-style-type: none"> <li>• When opening the parachute on every workshop, you can ask participants which colour they feel they are today or some other question that gives the facilitator some information about how they are feeling today</li> </ul> |
| APPROXIMATE TIME NEEDED            | 10-15 min  |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>• Parachute (it can be from some kind of materials or imaginary one)</li> </ul>   |
| BACKGROUND INFORMATION and SOURCES | <p>Croatian Red Cross:<br/>The activity catalogue for Child Friendly Spaces in Humanitarian settings, IFRC Reference Centre for Psychosocial Support<br/><a href="http://pscentre.org/wp-content/uploads/2018/11/Activity-Catalogue-for-Child-Friendly-Spaces-low-res.pdf">http://pscentre.org/wp-content/uploads/2018/11/Activity-Catalogue-for-Child-Friendly-Spaces-low-res.pdf</a> , page 18 - 19</p>  |
| Available language                 | English  |



**6. Mirror game**

|                                    |   |   |   |
|------------------------------------|---|---|---|
| SUBJECT                            | Psycho-social support   |   |   |
| SUBTITLE                           | Recognizing and reflecting emotions   |   |   |
| TARGET GROUP                       | KINDERGARTEN  | X | X Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
|                                    | PRIMARY SCHOOL  | X | X Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>• To strengthen awareness on emotions.</li> <li>• Participants will be able to recognize their own and their friends' emotions.</li> </ul>   |   |   |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>• Participants should stand in two lines, so they have one person in front of them</li> <li>• One line is an actor and the other line acts as mirror</li> <li>• The facilitators then demonstrate the game. The facilitators call out a positive emotion, such as strength, courage, bravery, happiness, or peacefulness. The facilitator and co-facilitator then act out this emotion – one as the actor and the other as the mirror.</li> <li>• Each line takes turns to be the actor and the mirror for each emotion.</li> <li>• The mirrors try to copy the actors in every detail.</li> <li>• The facilitator tells the group which emotion to act out, and when the actors and mirrors should swap.</li> <li>• Replace the roles</li> <li>• Discussion about the activity - reflect with the participants how our emotions affect others, how other people's emotions can affect us</li> </ul> |   |   |
| APPROXIMATE TIME NEEDED            | 15 min  |   |   |
| REQUIRED MATERIALS                 | None  |   |   |
| BACKGROUND INFORMATION and SOURCES | Croatian Red Cross:<br>The activity catalogue for Child Friendly Spaces in Humanitarian settings, IFRC Reference Centre for Psychosocial Support<br><a href="http://pscentre.org/wp-content/uploads/2018/11/Activity-Catalogue-for-Child-Friendly-Spaces-low-res.pdf">http://pscentre.org/wp-content/uploads/2018/11/Activity-Catalogue-for-Child-Friendly-Spaces-low-res.pdf</a> , 2018, page 58   |   |   |
| Available language                 | English   |   |   |



**7. Working together**

|                                    |   |   |   |
|------------------------------------|---|---|---|
| SUBJECT                            | Psycho-social support   |   |   |
| SUBTITLE                           | Importance of group support during an emergency   |   |   |
| TARGET GROUP                       | KINDERGARTEN  | X | X Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
|                                    | PRIMARY SCHOOL  | X | X Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>To encourage participants to be aware of, respect and work with others in the group</li> </ul>   |   |   |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>Participants should be divided into pairs and stand facing each other, not too far apart – close enough to hold sticks between the tips of the fingers of each pair</li> <li>Each pair is given 2 sticks</li> <li>The aim is to keep the sticks from falling to the floor</li> <li>Short discussion after the activity</li> </ul> <p>FACILITATION TIPS: Depending on the size of the group, the activity can be adjusted</p> |   |   |
| APPROXIMATE TIME NEEDED            | 15 min  |   |   |
| REQUIRED MATERIALS                 | A stick about the length of a pencil, or a pen with a flat end  |   |   |
| BACKGROUND INFORMATION and SOURCES | Croatian Red Cross:<br>The activity catalogue for Child Friendly Spaces in Humanitarian settings, IFRC Reference Centre for Psychosocial Support <a href="http://pscentre.org/wp-content/uploads/2018/11/Activity-Catalogue-for-Child-Friendly-Spaces-low-res.pdf">http://pscentre.org/wp-content/uploads/2018/11/Activity-Catalogue-for-Child-Friendly-Spaces-low-res.pdf</a> , 2018, page 80  |   |   |
| Available language                 | English   |   |   |



**8. Who matters in my life**

|                          |  |   |   |
|--------------------------|--|---|---|
| SUBJECT                  | Psycho-social support  |   |   |
| SUBTITLE                 | Identifying support groups   |   |   |
| TARGET GROUP             | KINDERGARTEN   | X | X Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
|                          | PRIMARY SCHOOL   | X | X Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
| OBJECTIVES AND OUTCOMES  | <ul style="list-style-type: none"> <li>To explore and encourage various kinds of support.</li> </ul>   |   |   |
| HOW TO RUN THE ACTIVITY? | <ul style="list-style-type: none"> <li>Ask the participants to sit in a circle and begin the activity by talking about oneself and about the people who matter in one’s life. Use your own example of a completed ‘Who matters’ worksheet to show what you want the participants to do.</li> <li>Ask participants to think carefully about the people who are important in their lives and give them about 10 minutes to write it on a piece of paper. Ask them to begin by drawing themselves in the middle. Then in the next ring, write the name of the closest person or people to them, and so on. Explain that they can write more than one person in each circle. Also explain that the important people they choose do not have to be people they have a close relationship with, but they can be people they look up to, or whom they were close with before.</li> <li>When all the participants have completed this exercise, ask them to find a partner. They should take turns in telling their partner about the people they have written on the worksheet. Ask them to explain who their people are, and why they are important.</li> <li>When they finished sharing with their partners, ask them to find another partner and to repeat the activity. Repeat this a few times.</li> <li>When the sharing activity is complete, ask all the participants to join the circle again and discuss the reflection questions below with them.</li> </ul> <p>FACILITATION TIPS:</p> <ul style="list-style-type: none"> <li>Instead of a worksheet, you can give participants a blank piece of paper and they should make circles</li> </ul> |   |   |
| APPROXIMATE TIME NEEDED  | 30 min   |   |   |





|                                    |  |
|------------------------------------|--|
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>• Paper, Pens or pencils</li> <li>• Flipchart</li> </ul>  |
| BACKGROUND INFORMATION and SOURCES | <p>Croatian Red Cross:<br/>The activity catalogue for Child Friendly Spaces in Humanitarian settings, IFRC Reference Centre for Psychosocial Support <a href="http://pscentre.org/wp-content/uploads/2018/11/Activity-Catalogue-for-Child-Friendly-Spaces-low-res.pdf">http://pscentre.org/wp-content/uploads/2018/11/Activity-Catalogue-for-Child-Friendly-Spaces-low-res.pdf</a> , 2018, page 82</p> |
| Available language                 | English  |



**9.The secret friend**

|                          |  |   |  |
|--------------------------|--|---|--|
| SUBJECT                  | Psycho-social support  |   |  |
| SUBTITLE                 | Team building activity for pupils  |   |  |
| TARGET GROUP             | KINDERGARTEN   | X | Pupils<br>Teacher<br>Director<br>Caregiver/parents |
|                          | PRIMARY SCHOOL   | X | Pupils<br>Teacher<br>Director<br>Caregiver/parents |
| OBJECTIVES AND OUTCOMES  | <ul style="list-style-type: none"> <li>Increasing group cohesion between the participants.</li> <li>Building mutual respect and understanding.</li> <li>Understanding the diversity of needs and wishes.</li> </ul>  |   |  |
| HOW TO RUN THE ACTIVITY? | <ul style="list-style-type: none"> <li>Always choose an even number of participants;</li> <li>All participants sit where they feel comfortable and try not to look at each other's drawings;</li> <li>The facilitator will give the participants instructions to draw a gift on paper for a secret friend;</li> <li>When the gifts are drawn, each participant will put the gift into a box;</li> <li>The facilitator mixes the papers in the box and each participant can take one gift from the box.</li> <li>The facilitator than instructs the participant to keep the present a secret for a short time. During that time they will look at their drawing and think about the drawing;</li> <li>The participants will then try to guess who their secret friend is</li> <li>When they find out who their secret friend is, they will thank their secret friend and shake hands.</li> </ul> <p>Discussion with the following questions:</p> <ol style="list-style-type: none"> <li>What was the gift on the paper?</li> <li>How can they use it?</li> <li>Try to think of as many uses that you can</li> <li>What kind of meaning does this gift have for you?</li> <li>How they felt when they received a gift?</li> <li>How they felt when they saw the reaction of the secret friend that received a gift from them</li> </ol> <p>FACILITATION TIPS:</p> <ul style="list-style-type: none"> <li>Always do this activity with an even number of participants;</li> </ul> |   |  |



|                                    |  |
|------------------------------------|--|
|                                    | <ul style="list-style-type: none"> <li>• If you work with participants that have faced a recent loss, use this exercise to give them a gift that will warm their hearts from the hand of a new secret friend;</li> <li>• Don't push anybody to participate in this activity if they don't want to;</li> <li>• If some participants need help or more time, allow for it;</li> <li>• Always give clear instruction and be patient;</li> <li>• If the participant cannot find any use of the gift that he/she received, encourage him/her to try to think of another use for the same gift (ex: ask the participant the following questions: what he/she can add, do or draw to make that gift useful in the way he/she wants to)</li> </ul> <p>If somebody gets their own gift, they can make an exchange with another friend, if they want to.</p> |
| APPROXIMATE TIME NEEDED            | 60 min   |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>• Paper</li> <li>• Crayons</li> <li>• Pens</li> <li>• Box</li> </ul>  |
| BACKGROUND INFORMATION and SOURCES | Red Cross of North Macedonia:<br>Author: Ivona Gjorgjieva Djabirska, Red Cross of North Macedonia, City<br>Red Cross of Skopje   |
| Available language                 | North Macedonian, English  |



**10. ZOO**

|                          |   |   |  |
|--------------------------|---|---|--|
| SUBJECT                  | Psycho-social support   |   |  |
| SUBTITLE                 | Understanding and accepting differences and establishment of communication  |   |  |
| TARGET GROUP             | KINDERGARTEN  | X | Pupils<br>Teacher<br>Director<br>Caregiver/parents |
|                          | PRIMARY SCHOOL  | X | Pupils<br>Teacher<br>Director<br>Caregiver/parents |
| OBJECTIVES AND OUTCOMES  | <ul style="list-style-type: none"> <li>• Increasing group cohesion between participants</li> <li>• Building collaboration between participants</li> <li>• Understanding and accepting differences</li> <li>• Embracing tolerance in the group</li> <li>• Learning to overcome the difficulties in establishing communication</li> </ul>   |   |  |
| HOW TO RUN THE ACTIVITY? | <ul style="list-style-type: none"> <li>• The facilitator tells participants to choose which animal they want to imitate during the activity (remember: two or more participants can choose the same animal);</li> <li>• Participants can add personality traits to the chosen animal;</li> <li>• Each participant chooses a specific behaviour (or activity that they're going to do through the play);</li> <li>• Each participant chooses a specific place in the room</li> <li>• Each participant chooses a specific animal sound or imaginary language;</li> <li>• This activity is intended for participants to create a new game and find a way how to play together and communicate without fighting or use of violence, criticism or physical altercation;</li> <li>• At the end of the game the facilitator will tell the participants to say their real name out loud and to present themselves with their real name to the friends in the group (getting out of the role of the animal)</li> </ul> <p>Discussion</p> <ul style="list-style-type: none"> <li>• What have the participants learned from this activity?</li> <li>• What were the differences in the group?</li> <li>• What were the similarities in the group?</li> <li>• What did you learn from the differences?</li> <li>• What did you learn from the similarities in the group?</li> </ul> |   |  |



|                                    |   |
|------------------------------------|---|
|                                    | <p><i>The facilitator will explain the main goals of this activity, those are the following:</i></p> <ul style="list-style-type: none"> <li>• We can better understand each other when we express and talk about our needs and emotions;</li> <li>• We all have differences and it is normal, we can learn from that;</li> <li>• It is important that we respect each other.</li> </ul> <p>FACILITATION TIPS:</p> <ul style="list-style-type: none"> <li>• Don't force anybody to participate in this activity if they don't want to;</li> <li>• If some participants need some help or more time, allow for it;</li> <li>• Always give clear instruction and be patient;</li> <li>• Anybody can leave the activity at any time if they do not feel comfortable;</li> <li>• A psychologist is recommended for supervision of this activity;</li> <li>• If somebody chooses not to share something with the group, that is ok and should be respected</li> </ul> |
| APPROXIMATE TIME NEEDED            | 60 min  |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>• Big room or open space</li> <li>• Optional: Masks or animal costumes</li> </ul>  |
| BACKGROUND INFORMATION and SOURCES | <p>Red Cross of North Macedonia:<br/>                 Author: Ivona Gjorgjieva Djabirska, Red Cross of North Macedonia, City<br/>                 Red Cross of Skopje</p>   |
| Available language                 | North Macedonian, English   |



**11. Me and my needs**

|                          |  |   |  |
|--------------------------|--|---|--|
| SUBJECT                  | Psycho-social support  |   |  |
| SUBTITLE                 | Detecting children’s needs   |   |  |
| TARGET GROUP             | KINDERGARTEN   | X | Pupils<br>Teacher<br>Director<br>Caregiver/parents |
|                          | PRIMARY SCHOOL   | X | Pupils<br>Teacher<br>Director<br>Caregiver/parents |
| OBJECTIVES AND OUTCOMES  | <ul style="list-style-type: none"> <li>• Detecting participant’s needs</li> <li>• Embracing thinking and expressing participant’s needs, feelings and wishes</li> </ul>  |   |  |
| HOW TO RUN THE ACTIVITY? | <p>The facilitator will give the participants lists with the following sentences:</p> <ul style="list-style-type: none"> <li>• I love...</li> <li>• I need...</li> <li>• It is important to me...</li> <li>• I think that...</li> <li>• The most important thing for me is...</li> <li>• I feel...</li> <li>• I want my friends to...</li> <li>• I want to get/receive...</li> <li>• My favourite game is...</li> <li>• I am happy when am with...</li> <li>• I feel that...</li> <li>• I can...</li> <li>• I feel good when...</li> <li>• I am the happiest when...</li> <li>• I will...</li> <li>• At the moment I want to...</li> </ul> <p>The instruction for the participants is to end the sentences in the way they feel is the most accurate for them.</p> <p>Discussion in pairs (10 minutes), or no discussion at all.<br/>*In some situations, the facilitator can decide not to make a discussion session if he/she assesses that the discussion is not useful in the situation.</p> |   |  |



|                                    |  |
|------------------------------------|--|
|                                    | <p>FACILITATION TIPS:</p> <ul style="list-style-type: none"> <li>• Don't force anybody to participate in this activity if they don't want to;</li> <li>• If some participants need some help or more time, allow for it;</li> <li>• Always give clear instruction and be patient;</li> <li>• Anybody can leave the activity at any time if they do not feel comfortable;</li> <li>• A psychologist is recommended for supervision of this activity;</li> <li>• If somebody chooses not to share the answers, you should respect that;</li> <li>• Everything that has been shared should be respected, and it is of utmost importance to respect the principle of confidentiality.</li> </ul> |
| APPROXIMATE TIME NEEDED            | 30 min   |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>• Pens</li> <li>• Paper</li> </ul>  |
| BACKGROUND INFORMATION and SOURCES | <p>Red Cross of North Macedonia:<br/>                 Author: Ivona Gjorgjieva Djabirska, Red Cross of North Macedonia,<br/>                 City Red Cross of Skopje</p>  |
| Available language                 | North Macedonian, English  |



**12. Magic Bag**

|                          |   |   |  |
|--------------------------|---|---|--|
| SUBJECT                  | Psycho-social support   |   |  |
| SUBTITLE                 | Skills and positive experience  |   |  |
| TARGET GROUP             | KINDERGARTEN  | X | Pupils<br>Teacher<br>Director<br>Caregiver/parents |
|                          | PRIMARY SCHOOL  | X | Pupils<br>Teacher<br>Director<br>Caregiver/parents |
| OBJECTIVES AND OUTCOMES  | <ul style="list-style-type: none"> <li>• Boosting the feeling of safety and being in touch with things that are important for the participants to keep at a given time</li> <li>• Learning skills how to keep positive experiences in the present</li> <li>• Focus on the positive experiences, actual feelings and important objects</li> </ul>  |   |  |
| HOW TO RUN THE ACTIVITY? | <p>The facilitator explains how the magic bag works:</p> <ul style="list-style-type: none"> <li>• You can put inside the bag as many things as you wish;</li> <li>• Nobody can take out what is yours, except you;</li> <li>• The magic bag is the safest place on earth;</li> <li>• Everything that we place inside the box will multiply;</li> <li>• You can take whatever you want out of the bag and keep it.</li> </ul> <p>The facilitator gives the following instructions:</p> <ul style="list-style-type: none"> <li>• Choose an object that represents something that you wish for, or is important to you</li> <li>• Put it in the magic bag and say out loud what it is.</li> <li>• When all of the participants are going to take something from the magic bag, the facilitator is going to assign each participant an invisible (imaginary) bag. Example: when they need happiness, the can take a smile out of the invisible bag.</li> </ul> <p>Discussion</p> <ul style="list-style-type: none"> <li>• What did the participants learn from this activity?</li> <li>• Do they like it?</li> <li>• Do they find it interesting?</li> <li>• Why is it so important for us to keep the things that we consider important closer to us?</li> </ul> <p>FACILITATION TIPS:</p> <ul style="list-style-type: none"> <li>• The facilitator does not make an interpretation, nor do they analyse the participant’s choices.</li> </ul> |   |  |





|                                    |   |
|------------------------------------|---|
|                                    | <ul style="list-style-type: none"> <li>• The facilitator does not make fun of the chosen objects and takes appropriate steps if someone from the group is making any jokes about it.</li> <li>• Every participant has a right not to participate in any activity that he/she doesn't want to do (if the participant has difficulties saying out loud what he/she put in the bag, he/she can tell the facilitator in private).</li> <li>• The facilitator should make a point that it is important to respect other people's choices. Outside of the room, we can talk only about our experiences and not about the experiences of the others (The facilitator can find more creative ways to bring the principle of confidentiality closer to the participants).</li> </ul> |
| APPROXIMATE TIME NEEDED            | 45 min  |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>• One bag</li> <li>• Ordinary everyday objects (pen, notebook, phone, gadgets, toys, decorations)</li> </ul>   |
| BACKGROUND INFORMATION and SOURCES | Red Cross of North Macedonia:<br>Author: Ivona Gjorgjieva Djabirska, Red Cross of North Macedonia-City<br>Red Cross of Skopje   |
| Available language                 | English, North Macedonian   |



**13. Don't be like that!**

|                          |  |   |  |
|--------------------------|--|---|--|
| SUBJECT                  | Psycho-social support  |   |  |
| SUBTITLE                 | Raise awareness on the importance of the acknowledgement of their children's feelings among parents  |   |  |
| TARGET GROUP             | KINDERGARTEN   | X | Pupils<br>Teacher<br>Director<br>Caregiver/parents |
|                          | PRIMARY SCHOOL   | X | Pupils<br>Teacher<br>Director<br>Caregiver/parents |
| OBJECTIVES AND OUTCOMES  | <ul style="list-style-type: none"> <li>● Raise awareness among parents for the importance of the acknowledgement of their children's feelings after a disaster</li> <li>● Encourage parents to recognize and acknowledge children's feelings</li> </ul>  |   |  |
| HOW TO RUN THE ACTIVITY? | <ul style="list-style-type: none"> <li>● Divide participants in pairs. One participant will be A and the other B</li> <li>● Let each A participant pick a paper with a written emotion from the bag.</li> <li>● Instruct all A participants to read the paper they picked and think of a situation when they felt like that. Give them 1 to 2 minutes to think, encouraging them to see themselves in that situation and let themselves really feel the emotion.</li> <li>● Meanwhile gather all participants B somewhere aside and instruct them to listen to their partner talking without really acknowledging the partner's feelings (not paying full attention on what the partner is saying, taking expressed feelings not seriously, saying the feelings are exaggerated or try to prohibit the emotion). They can reply with something like "don't bother so much", "try not to feel that way", "you shouldn't feel that way", "that's not nice", "you shouldn't do/feel that", etc.</li> <li>● Participants join in pairs and then participant A takes 3 to 5 minutes to tell participant B how they felt in the situation they recall as if it was happening now.</li> <li>● Participant B gives feedback according the given instructions</li> <li>● Then 30 minutes are provided for debriefing: <ul style="list-style-type: none"> <li>▪ How was your experience in this exercise?</li> <li>▪ How did you feel when your partner wasn't paying attention on what you shared/felt?</li> <li>▪ How did you feel when your partner was prohibiting you from feeling what you felt?</li> <li>▪ What kind of effect did this have on you and your emotions?</li> </ul> </li> </ul> |   |  |



|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>▪ Imagine what this situation of dis-acknowledgement would be like to a child who doesn't have the capacity of an adult to contain the overwhelming feelings?</li> <li>▪ What insights does this exercise bring to you?</li> <li>▪ Do you think you can find some practical value of those insights in the communication with your child?</li> <li>• At the end the facilitator explains how psychological stress occurs and how important it is for children not to suppress the feelings and the memories of the event</li> </ul> <p>FACILITATION TIPS:</p> <ul style="list-style-type: none"> <li>• If two or more participants who are couples are present on the workshop encourage them to mix and have other partners for this activity</li> </ul> |
| <p>APPROXIMATE TIME NEEDED</p>            | <p>45 min +<br/>(the more time you have for debriefing and discussion the better)</p>  |
| <p>REQUIRED MATERIALS</p>                 | <ul style="list-style-type: none"> <li>• A small bag (Ex:15cm x 15cm)</li> <li>• Small pieces of paper with written emotions: Anger, Fear, Disgust, Sadness, Hurt, Disappointed (one emotion per one piece of paper), enough pieces for all A parents</li> </ul>   |
| <p>BACKGROUND INFORMATION and SOURCES</p> | <p>Red Cross of North Macedonia:<br/>Internal materials<br/>Author: Ivana Marinček, MRC volunteer</p>  |
| <p>Available language</p>                 | <p>English, North Macedonian</p>   |



**14. Crisis and psychosocial support**

|                                    |  |   |                   |
|------------------------------------|--|---|-------------------|
| SUBJECT                            | Psycho-social support  |   |                   |
| SUBTITLE                           | Improved knowledge on crisis events for teaching staff   |   |                   |
| TARGET GROUP                       | KINDERGARTEN   | X | Pupils            |
|                                    |  | X | Teacher           |
|                                    |  | X | Director          |
|                                    |  | X | Caregiver/parents |
| TARGET GROUP                       | PRIMARY SCHOOL   | X | Pupils            |
|                                    |  | X | Teacher           |
|                                    |  | X | Director          |
|                                    |  | X | Caregiver/parents |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>Improved knowledge of crisis events for teaching staff</li> <li>Empowered teachers and management staff with skills and capacities to identify the psychosocial needs of pupils</li> </ul>  |   |                   |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>Mutual introduction to a group of participants with one exercise/icebreaker (everyone can say something interesting about themselves) 12-20 participants.</li> <li>Getting acquainted with the group rules (no phones, listening to each other...).</li> <li>Getting acquainted with the objectives of the workshop:                             <ul style="list-style-type: none"> <li>What is a crisis, crisis events, elements ... (Brainstorming). Power point presentation.</li> <li>Psychosocial support, skills and components of psychosocial support (Case Study).</li> </ul> </li> <li>Forming groups of 5 participants and identifying psychosocial needs in the study (Flip chart-presenting ideas).</li> <li>Brainstorming (personal experiences and situations for recognition of their own psychosocial needs).</li> <li>Identify one community need and possible solutions.</li> </ul> <p>FACILITATION TIPS:</p> <ul style="list-style-type: none"> <li>Sensitivity to the needs of the groups</li> </ul> |   |                   |
| APPROXIMATE TIME NEEDED            | 3 hours  |   |                   |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>Slides, Case study</li> <li>Paper, Markers</li> </ul>   |   |                   |
| BACKGROUND INFORMATION and SOURCES | Red Cross of North Macedonia:<br>Internal Materials - Author: Marija Angeleska, MRC Local Branch Prilep<br><a href="http://pscentre.org/wp-content/uploads/2017/12/Facilitator-handbook-1.pdf">http://pscentre.org/wp-content/uploads/2017/12/Facilitator-handbook-1.pdf</a>   |   |                   |



|                    |                              |
|--------------------|------------------------------|
| Available language | North Macedonian and English |
|--------------------|------------------------------|



**15. Are emotions good or bad?**

|                          |  |   |                   |
|--------------------------|--|---|-------------------|
| SUBJECT                  | Psycho-social support  |   |                   |
| SUBTITLE                 | Trained teaching staff to experience their own emotions  |   |                   |
| TARGET GROUP             | KINDERGARTEN   | X | Pupils            |
|                          |  | X | Teacher           |
|                          |  | X | Director          |
|                          |  | X | Caregiver/parents |
|                          | PRIMARY SCHOOL   | X | Pupils            |
|                          |  | X | Teacher           |
|                          |  | X | Director          |
|                          |  | X | Caregiver/parents |
| OBJECTIVES AND OUTCOMES  | <ul style="list-style-type: none"> <li>• Trained teachers recognize emotions and are able to name them.</li> <li>• Trained teachers recognize emotions and are able to "read" the emotions of others through facial expressions, body language, colour of the voice and other nonverbal signs.</li> <li>• Learn to change emotions according to the situation.</li> <li>• Choosing ways of expression and behaviour in various emotional situations.</li> <li>• Building a rational attitude towards emotions, i.e. they are not "good nor bad"</li> </ul>   |   |                   |
| HOW TO RUN THE ACTIVITY? | <ul style="list-style-type: none"> <li>• Brainstorming with discussion:</li> <li>• Participants are shown photos with a certain emotion, and they should guess the emotion and behaviour as well as the reaction from that emotion.</li> <li>• Participants give an explanation from their personal experience.</li> <li>• This is the way to learn how to recognize the emotional expression of the face, learn the body language and enrich the emotional vocabulary.</li> <li>• The questions under the photographs are the directions for discussion, for recognition of the possibility of tolerance of diversity.</li> <li>• Through the discussion, participants train emotions to connect with their personal experience, verbalize and listen without condemning different experiences</li> </ul> <p>Then images are shown to the whole group. How do people behave in the picture?</p> <p>A) Picture of playfulness.<br/>Instruction: What do you think they feel? What are their movements? Have you ever felt like this?</p> <p>B) Picture of two children.<br/>Instruction: How does the child show concern to the other child? To whom do you show such a concern? Who is worried about you?</p> |   |                   |



|                                    |  |
|------------------------------------|--|
|                                    | <p>C) A picture of two children of a different race who are hugging and holding hands<br/>                 Instruction: What does respect for each other mean? What does respect and accepting diversity mean?</p> <p>D) A picture of a girl showing a lack of something.<br/>                 Instruction: What is the expression on the face? Have you had such an experience and how did you deal with it?</p> <p>FACILITATION TIPS:</p> <ul style="list-style-type: none"> <li>• Active listening from facilitator, without judgment</li> <li>• Practical and useful information for participants.</li> <li>• Preparedness for assisting during completion of activities.</li> <li>• Sensitivity to the needs of the group.</li> </ul> |
| APPROXIMATE TIME NEEDED            | Around 60 minutes  |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>• Markers, paper</li> <li>• Picture of playfulness.</li> <li>• Picture of 2 children helping each other</li> <li>• Picture of 2 different children</li> <li>• A picture of a girl showing a lack of something</li> </ul>  |
| BACKGROUND INFORMATION and SOURCES | <p>Red Cross of North Macedonia:<br/>                 Internal Materials<br/>                 Author: Marija Angeleska, MRC Local Branch Prilep</p>  |
| Available language                 | North Macedonian and English   |



**16. Theatre of Emotions**

|                                    |   |   |  |
|------------------------------------|---|---|--|
| SUBJECT                            | Psycho-social support   |   |  |
| SUBTITLE                           | Role-play, performed by children on emotions  |   |  |
| TARGET GROUP                       | KINDERGARTEN  | x | x Pupils<br>x Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
|                                    | PRIMARY SCHOOL  | x | x Pupils<br>x Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>• For participants to experience/witness a stressful situation in a safe space and to feel free and safe to share</li> <li>• To introduce what emotions are, how to recognise them and how other people react to emotions</li> </ul>   |   |  |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>• The activity is designed in form of a short story, designed for several characters (up to 5-6) who are in a certain situation, including parts for each character to be able to express different emotions along the story which should have an open end. Participants can have different reactions to the characters.</li> <li>• The class is divided in three groups and each group has to perform the same scenario, deciding how to react and deciding how the story should end.</li> <li>• Each group is preparing for a few minutes and has 5 minutes to play the story.</li> <li>• If some participants are reluctant to perform, ask them to be observers and to share after the performances.</li> <li>• Debriefing: It is important to emphasize how different the emotional responses of individuals are, to focus on the recognition of unknown emotions, as well as to talk about the ways of expressing own emotions within the three levels: suppression, non-verbal expression and verbal expression.</li> <li>• If you have enough time, explain the differences regarding the three levels of expression.</li> </ul> |   |  |
| APPROXIMATE TIME NEEDED            | 40 mins   |   |  |
| REQUIRED MATERIALS                 | A pre-written story in 3 copies.  |   |  |
| BACKGROUND INFORMATION AND SOURCES | Bulgarian Red Cross:<br>Handbook for volunteers – Workshops on Psychosocial support for 4th and 8th grade pupils, p.12  |   |  |





|                       |           |
|-----------------------|-----------|
| AVAILABLE<br>LANGUAGE | Bulgarian |
|-----------------------|-----------|



**17. Broken TV**

|                                    |  |   |  |
|------------------------------------|--|---|--|
| SUBJECT                            | Psycho-social support  |   |  |
| SUBTITLE                           | Role-play, performed by children on stressful situations   |   |  |
| TARGET GROUP                       | KINDERGARTEN   |   | <input type="checkbox"/> Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
|                                    | PRIMARY SCHOOL   | x | x Pupils<br>x Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents   |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>• To introduce daily stress and coping strategies</li> <li>• For participants to experience/witness a stressful situation in a safe space and to feel free and safe to share</li> <li>• To develop coping mechanisms and resilience</li> </ul>  |   |  |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>• Two of the participants role-play on mute (with no sounds) a stressful situation with a negative ending.</li> <li>• Then two other participants role-play the same situation in a positive way, or with a different outcome.</li> <li>• Debriefing: Comment on the stressful situation and the suggested ways of coping. Compare negative and positive situations and different strategies to cope with them; how different strategies lead to different outcomes/solutions.</li> <li>• Photos can be taken during the role play. If this technique is used - photos can be used the next time (you can make a collage and show it to the class).</li> </ul> <p>FACILITATION TIPS:</p> <ul style="list-style-type: none"> <li>• The scenario of the stressful situation should be pre-set and it is recommended to be from the daily life of the participants.</li> </ul> |   |  |
| APPROXIMATE TIME NEEDED            | 40 mins  |   |  |
| REQUIRED MATERIALS                 | Camera   |   |  |
| BACKGROUND INFORMATION AND SOURCES | Bulgarian Red Cross:<br>Handbook for volunteers – Workshops on Psychosocial support for 4th and 8th grade pupils, p.15   |   |  |
| AVAILABLE LANGUAGE                 | Bulgarian  |   |  |



**18. PFA Crossword**

|                                    |   |   |  |
|------------------------------------|---|---|--|
| SUBJECT                            | Psycho-social support   |   |  |
| SUBTITLE                           | Crossword with basic Psychological First Aid (PFA) principles   |   |  |
| TARGET GROUP                       | KINDERGARTEN  |   | <input type="checkbox"/> Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
|                                    | PRIMARY SCHOOL  | x | x Pupils<br>x Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents   |
| OBJECTIVES AND OUTCOMES            | To introduce PFA principles – to create both visual and linguistical representation of the basic steps that the participants should follow in case of any stressful/disaster/incident situation.  |   |  |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>• The facilitator prepares a simple crossword with three spaces for the three L –words that represent the three main PFA principles (Look, Listen, and Link).</li> <li>• All three blank word spaces start with the letter L and next to them the facilitator puts a drawing/photo that represents the action (Look, Listen, and Link).</li> <li>• The participants are supposed to guess the word in English (English is being taught from Kindergarten in Bulgaria, so guessing the three basic words in English is quite easy for participants).</li> <li>• Debriefing: It is important to emphasize how the three L words are connected to every stressful situation, incl. incidents and disasters and to show the main objectives of each action: Look is connected with checking safety, environment, etc.; Listen to communication and link to helping and understanding.</li> </ul> |   |  |
| APPROXIMATE TIME NEEDED            | 20 mins   |   |  |
| REQUIRED MATERIALS                 | Flipchart/board.<br>Markers   |   |  |
| BACKGROUND INFORMATION AND SOURCES | Bulgarian Red Cross:<br>Adaptation from the Psychological first aid: Guide for field workers, available at:<br><a href="https://apps.who.int/iris/bitstream/handle/10665/44615/9789241548205_eng.pdf;jsessionid=C67697078827A01DE7711F917C639510?sequence=1">https://apps.who.int/iris/bitstream/handle/10665/44615/9789241548205_eng.pdf;jsessionid=C67697078827A01DE7711F917C639510?sequence=1</a>  |   |  |
| AVAILABLE LANGUAGE                 | English, Bulgarian  |   |  |



**19. Ya Feras!**

|                          |   |   |  |
|--------------------------|---|---|--|
| SUBJECT                  | Psycho-social support   |   |  |
| SUBTITLE                 | Participants demonstrate how emotions are expressed in different ways by using body language and facial expressions.  |   |  |
| TARGET GROUP             | KINDERGARTEN  |   | <input type="checkbox"/> Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
|                          | PRIMARY SCHOOL  | x | x Pupils<br>x Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents   |
| OBJECTIVES AND OUTCOMES  | <ul style="list-style-type: none"> <li>• To reflect on how the own facial expressions and body language are interpreted by other people.</li> <li>• To gain a general understanding of the concept of emotions.</li> <li>• To train the ability to identify how different emotions are revealed via faces and bodies, and how this compares with other.</li> </ul>  |   |  |
| HOW TO RUN THE ACTIVITY? | <ul style="list-style-type: none"> <li>• Ask the participants to stand in a circle and give each of them one of the prepared notes with an emotion written on it.</li> <li>• Then the facilitator and the participants take turns in saying the sentence, 'Ya Feras!' while they present the emotion written on the piece of paper:</li> <li>• Remind the participants that they are not allowed to talk, but that they can use their body language, facial expressions and tone of voice when they say 'Ya Feras!'                     <ul style="list-style-type: none"> <li>▪ Demonstrate by presenting your allocated emotion and ask them to guess what it might be.</li> <li>▪ Let the participants take turns at guessing which emotion is being expressed by their co-participants.</li> <li>▪ After the first round, you can have everyone pick a second piece of paper and do another round of expressions and guesses</li> </ul> </li> <li>• Debriefing: Ask how it was for the participants to express emotions without words. Which emotions were the most difficult to convey? Why is it important to think about how other people express emotions? In what situations could it be important to read other people's emotions? Do they have any good examples?</li> </ul> |   |  |
| APPROXIMATE TIME NEEDED  | 20 mins   |   |  |
| REQUIRED MATERIALS       | Small pieces of paper where various emotions are written  |   |  |



|                                    |   |
|------------------------------------|---|
| BACKGROUND INFORMATION AND SOURCES | Bulgarian Red Cross:<br>Adapting he Life skills developed by the Danish Red Cross Youth |
| AVAILABLE LANGUAGE                 | English, Bulgarian  |



**20. Feeling Stressed?**

|                          |   |   |  |
|--------------------------|---|---|--|
| SUBJECT                  | Psycho-social support   |   |  |
| SUBTITLE                 | Participants will learn to understand and identify physical reactions to stress.  |   |  |
| TARGET GROUP             | KINDERGARTEN  |   | <input type="checkbox"/> Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
|                          | PRIMARY SCHOOL  | x | x Pupils<br>x Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents   |
| OBJECTIVES AND OUTCOMES  | <ul style="list-style-type: none"> <li>• To understand how the body reacts to the feeling of stress.</li> <li>• To reflect on how stress physically manifests itself in the body, and how these indicators can be used constructively.</li> </ul>   |   |  |
| HOW TO RUN THE ACTIVITY? | <p><b>Part 1:</b></p> <ul style="list-style-type: none"> <li>• Ask the participants to form a circle. Ensure everyone is calm and attentive. Put on some distracting music. Inform the participants they now have to cooperate. They cannot leave the circle.</li> <li>• Send one of your items in the circle around. Ask the participants to pass it on from one to the other in the circle.</li> <li>• Add another item to be passed around.</li> <li>• Add a third item, yet this one has to be passed in the opposite direction of the two other items. Leave the participants with this task for a minute.</li> <li>• Give the participants an inflatable ball (or something else) which has to be kept in the air by the participants cooperating (Remember, they have to continue passing around the items).</li> <li>• If the participants are managing well, add more challenges such as singing a song, clapping when they have free hands, changing the space between the participants so it is difficult to reach out, ask a few of them to sit down, tickle them etc.</li> <li>• When things are looking really chaotic and stressful (almost impossible to manage), stop the game.</li> </ul> <p><b>Debriefing part 1:</b></p> <ul style="list-style-type: none"> <li>• Ask participants what happened and how it felt. Let them know that this was an example of how people can easily accumulate stress – too opposing, too unclear, too challenging and too many tasks and situations at the same time.</li> </ul> <p><b>Part 2:</b></p> <ul style="list-style-type: none"> <li>• Ask the participants to stay in the circle.</li> </ul> |   |  |



|                                    |   |
|------------------------------------|---|
|                                    | <ul style="list-style-type: none"> <li>• Ensure a calm and attentive atmosphere. Ask the participants to tighten their fist as hard as they can. Tell them to keep their fists tightened for 30 seconds and then let them know when they can release them.</li> <li>• Ask how they felt with their fists tightened, and how they felt as they released their fist.</li> </ul> <p><b>Debriefing part 2</b></p> <ul style="list-style-type: none"> <li>• Explain what they have just experienced can be compared to the feeling of a stress reaction: the tightening of the fist is akin to the actual stress reaction and the release of the fist is like the release of the stress. This release is often followed by a feeling of being very tired or exhausted.</li> </ul> <p><b>Part 3:</b></p> <ul style="list-style-type: none"> <li>• Distribute the print out of the human body and ask participants to reflect upon the last time they felt stressed and/or under pressure.</li> <li>• Using the print out, let them point to or draw where on/in the body they may have experienced reactions to stress.</li> </ul> <p><b>Debriefing part 3:</b></p> <ul style="list-style-type: none"> <li>• Invite participants to let the group know where stress can be felt on the body, and how it feels.</li> <li>• Inform the purpose is to underline the physical effects of stress. Emphasize this is important because paying attention to your own body's stress signals, and maybe informing others about these signals, can be important steps towards dealing with stress and realizing something has to be done to minimize the unfortunate consequences of stress, such as anger, burn out, giving-up, apathy etc.</li> </ul> |
| APPROXIMATE TIME NEEDED            | 45 mins   |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>• Items which can be sent/thrown around people (e.g. bottles, pens, paper, a piece of fruit)</li> <li>• Items which people have to 'keep alive': (e.g a large inflatable ball which has to be kept in the air etc.)</li> <li>• A computer with music and loudspeaker</li> <li>• A print out of a picture/drawing of the human body for each participant</li> <li>• Markers</li> <li>• A flip chart</li> </ul>  |
| BACKGROUND INFORMATION AND SOURCES | Bulgarian Red Cross:<br>"Adapting the Life skills" Facilitators handbook, developed by the Danish Red Cross Youth   |
| AVAILABLE LANGUAGE                 | English, Bulgarian  |



## ASSESSMENT

### 1. Assessment, information and activity for DRR

|                                    |   |                  |  |
|------------------------------------|---|------------------|--|
| SUBJECT                            | Climate Change  |                  |  |
| NAME OF ACTIVITY                   | Assessment, information and activity for DRR  |                  |  |
| TARGET GROUP                       | KINDERGARTEN  |                  | Pupils<br>Teacher<br>Director<br>Caregiver/parents |
|                                    | PRIMARY SCHOOL  | X<br>X<br>X<br>X | Pupils<br>Teacher<br>Director<br>Caregiver/parents |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>• Testing participants' knowledge regarding DRR</li> <li>• Providing information on DRR;</li> <li>• Group work as evaluation activity</li> </ul>   |                  |  |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>• Preparing questions where participants should describe what they will do in a certain situation/scenario (questionnaire A)</li> <li>• Through a PPT presentation as well as discussions, participants will be informed about the correct ways how to react in different disaster scenarios</li> <li>• In pairs, or in small groups questionnaire B will be filled in and compared with the previous one, checking if the awareness could be raised.</li> </ul> |                  |  |
| APPROXIMATE TIME NEEDED            | 90 min.   |                  |  |
| REQUIRED MATERIALS                 | <ul style="list-style-type: none"> <li>• Coloured paper, Marker</li> <li>• PPT presentation</li> <li>• Pictures with scenarios</li> <li>• Lap top and projector</li> </ul>  |                  |  |
| BACKGROUND INFORMATION and SOURCES | Red Cross of North Macedonia:<br>„Manual for protection and self-protection in case of natural disasters and other emergencies - intended for working with students from compulsory nine-year primary education“, page 11   |                  |  |
| Available language                 | North Macedonian language   |                  |  |





## 2. Do you live dangerously?

|                          |  |   |  |
|--------------------------|--|---|--|
| SUBJECT                  | Climate change/DRR<br>First aid  |   |  |
| SUBTITLE                 | Do you live dangerously? – raising awareness on everyday dangers   |   |  |
| TARGET GROUP             | KINDERGARTEN   | X | <input type="checkbox"/> Pupils<br>x Teacher<br><input type="checkbox"/> Director<br>x Caregiver/parents |
|                          | PRIMARY SCHOOL   | X | <input type="checkbox"/> Pupils<br>x Teacher<br><input type="checkbox"/> Director<br>x Caregiver/parents |
| OBJECTIVES AND OUTCOMES  | <ul style="list-style-type: none"> <li>• Participants understand the potential dangers in their homes/school/kindergarten</li> <li>• Spot bad habits</li> <li>• Teach accident prevention measures</li> <li>• Introduce participants to their National Society and promote first aid training opportunities.</li> </ul>  |   |  |
| HOW TO RUN THE ACTIVITY? | <p>The activity is carried out as a test. Participants must complete this simple test individually.</p> <p>Instructions are given. Every question tackles one type of danger (fall, drowning, poisoning, etc.).</p> <p>Questions:</p> <p>1) Do you have many carpets on the floor at home?</p> <ul style="list-style-type: none"> <li>• A few</li> <li>• Yes</li> <li>• No</li> </ul> <p>Risk of falling: if you have many carpets there is a high risk of tripping and falling, especially for seniors.</p> <p>2) Do you leave your children to play unsupervised near water e.g. a bathtub or garden pond?</p> <ul style="list-style-type: none"> <li>• Sometimes</li> <li>• Yes</li> <li>• No</li> </ul> <p>Risk of drowning: drowning is the most frequent cause of death among young children under 5 years old at a global level.</p> <p>3) How often do you check your electrical fittings, gas and fireplace?</p> <ul style="list-style-type: none"> <li>• Every year</li> <li>• Never</li> <li>• Every six months</li> </ul> <p>Risk of electric shock, fire, and carbon monoxide poisoning: it would be advisable to have it checked every six months to ensure they are safe.</p> |   |  |



4) Where do you store household cleaning items, such as bleach and detergents?

- In the cupboard, under the sink
- In various places of the house
- High up, on a shelf

Risk of poisoning: it is recommended to keep hazardous products in high places out of reach of young children. It is also important to leave them in their original packaging.

5) How often do you wash your hands?

- Before eating
- Twice a day
- More than four times a day

Risk of infection: you must wash your hands before every meal, and after using the bathroom.

6) Do you use oven gloves or a thick cloth to touch a dish or pan you have just heated up?

- Sometimes
- No
- Yes

Risk of burning: food containers can become very hot, even during low temperature or after quick cooking. It is highly recommended not to touch them directly.

7) Do you have many bulky things in your home's passageways?

- A few
- Yes
- No

Risk of falling: it would be better not to have any bulky items around as they will increase the risk of a fall or other injuries. The passageways should also be kept clear in case the house must be evacuated quickly in an emergency.

8) How often do you use candles at home?

- Sometimes
- Very often
- Never

Risk of fire or burn injuries: besides the danger of a house fire being started by a lit candle, young children are at risk of being burned.

9) Are there many small objects within reach around your home, e.g. marbles, children's toys, beads etc.?

- A few
- Yes
- No, they are always put away



|                                    |  |
|------------------------------------|--|
|                                    | <p>Risk of choking: young children are always enticed by what they see and can put small objects in their mouth and then choke on them.</p> <p>(For each question the answer should be C)</p> <p>FACILITATION TIPS: This is a test and not a quiz. There are no good or bad answers, but there are good or bad habits. The presenter must know the good habits. These are written below in bold with explanations.</p> |
| APPROXIMATE TIME NEEDED            | 30 min   |
| REQUIRED MATERIALS                 | Test<br>Pens   |
| BACKGROUND INFORMATION and SOURCES | Croatian Red Cross:<br>IFRC materials for World First Aid Day delivered to National Societies  |
| Available language                 | English  |



### 3. Fire safety checklist for schools and kindergartens

|                                    |   |   |  |
|------------------------------------|---|---|--|
| SUBJECT                            | School safety   |   |  |
| NAME OF ACTIVITY                   | Fire safety checklist for schools and kindergartens   |   |  |
| TARGET GROUP                       | KINDERGARTEN  | x | <input type="checkbox"/> Pupils<br>x Teacher<br>x Director<br><input type="checkbox"/> Caregiver/parents |
|                                    | PRIMARY SCHOOL  | x | <input type="checkbox"/> Pupils<br>x Teacher<br>x Director<br><input type="checkbox"/> Caregiver/parents |
| OBJECTIVES AND OUTCOMES            | The self-checklist provides details on necessary fire safety measures that need to be in place and provides an overview on maintenance checks.  |   |  |
| BACKGROUND INFORMATION and SOURCES | Austrian Red Cross, First Aid Fit Platform<br><a href="https://www.erstehilfe.at/index.php?id=1&amp;tx_inmeehfit_pi1%5Bm%5D=s1">https://www.erstehilfe.at/index.php?id=1&amp;tx_inmeehfit_pi1%5Bm%5D=s1</a> |   |  |

| Content of Inspection   | Inspection done by | Date | done |
|---|--------------------|------|------|
| Escape routes, staircases, corridors, exits, collection points, closing area and doors to keep clear and fire load. |                    |      |      |
| Set-up areas and access points for emergency vehicles, access points to keep clear for fire brigade.                |                    |      |      |
| General Order; Access to fire protection devices and fire protection devices to keep clear.                         |                    |      |      |
| Electric cooking and heating appliances.  |                    |      |      |
| Compliance with a possible smoking ban.   |                    |      |      |
| Storage and use of flammable gases and liquids.   |                    |      |      |
| Waste storage and disposal, waste paper.  |                    |      |      |
| Perfect function of fire doors, door closers, and locking systems.  |                    |      |      |
| Extinguishers, wall hydrants, and fire blankets.  |                    |      |      |
| Emergency lighting escape route orientation lights, and lightning protection system.                                |                    |      |      |
| Fire alarm system, alarm system.  |                    |      |      |
| Stairwell: Smoke venting.   |                    |      |      |
| Water supply for extinguishing fire, marking and keeping hydrants free.   |                    |      |      |



#### 4. Safety checklist - overview

|                                    |   |   |  |
|------------------------------------|---|---|--|
| SUBJECT                            | School safety   |   |  |
| NAME OF ACTIVITY                   | Safety checklist - overview   |   |  |
| TARGET GROUP                       | KINDERGARTEN  | x | <input type="checkbox"/> Pupils<br>x Teacher<br>x Director<br><input type="checkbox"/> Caregiver/parents |
|                                    | PRIMARY SCHOOL  | x | <input type="checkbox"/> Pupils<br>x Teacher<br>x Director<br><input type="checkbox"/> Caregiver/parents |
| OBJECTIVES AND OUTCOMES            | The checklist provides an overview on contact details, locations of first aid material and provides an overview on maintenance checks for first aid and safety material.                                    |   |  |
| HOW TO RUN THE ACTIVITY?           | The checklist will usually be filled in by the teacher who is responsible for (fire) safety in the school or kindergarten.  |   |  |
| APPROXIMATE TIME NEEDED            | 30 minutes  |   |  |
| BACKGROUND INFORMATION and SOURCES | Austrian Red Cross, First Aid Fit Platform<br><a href="https://www.erstehilfe.at/index.php?id=1&amp;tx_inmeehfit_pi1%5Bm%5D=s1">https://www.erstehilfe.at/index.php?id=1&amp;tx_inmeehfit_pi1%5Bm%5D=s1</a> |   |  |

| CHECKLIST |                                   |                  |
|-----------|-----------------------------------|------------------|
| 1         | School                            | Name and Address |
|           |                                   |                  |
| 2         | School Board                      | Name and Address |
|           |                                   |                  |
| 3         | Principal                         | Name             |
| 4         | Number of Teachers                |                  |
| 5         | Number of total Persons           |                  |
| 6         | Number of Pupils                  |                  |
| 7         | Number of Persons with Impairment |                  |
| 8         | School Doctor                     | 1. Name          |
|           |                                   | 2. Name          |



|    |   |           |                    |
|----|---|-----------|--------------------|
| 9  | First Aid Personnel (Name/Reachability/last first aid course) | fulfilled | Necessary measures |
|    | 1.  |           |                    |
|    | 2.  |           |                    |
|    | 3.  |           |                    |
| 10 | Fire Protection Commissioner (Name)                           |           |                    |
|    | Deputy (Name)   |           |                    |
| 11 | Safety Officer (Name/Reachability)                            |           |                    |
| 12 | Occupational Physician (Name/Reachability)                    |           |                    |
| 13 | Security Trust Person (Name/Reachability)                     |           |                    |
|    | 1.  |           |                    |
|    | 2.  |           |                    |
| 14 | Consultant of Youth Red Cross (Name/Reachability)             |           |                    |
| 15 | First Aid Material (Places)                                   |           |                    |
| 16 | Check of First Aid Material (Name/Date)                       |           |                    |
| 17 | Next Defibrillator (Place)                                    |           |                    |
| 18 | Fire safety control carried out (Name/Date)                   |           |                    |



# INFORMATION

## 1. Raising young people’s awareness on preparedness and self- protection - worksheets

|                          |   |   |  |
|--------------------------|---|---|--|
| SUBJECT                  | Climate change  |   |  |
| NAME                     | Raising young people’s awareness on preparedness and self- protection   |   |  |
| TARGET GROUP             | KINDERGARTEN  |   | <input type="checkbox"/> Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
|                          | PRIMARY SCHOOL  | X | x Pupils<br>x Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents   |
| OBJECTIVES AND OUTCOMES  | Raising awareness on preparedness and self-protection of young children regarding different disasters   |   |  |
| HOW TO RUN THE ACTIVITY? | <p>Eleven worksheets show children aged seven to twelve correct behaviour in case of different emergencies and raise awareness on topics like volunteering and safety.</p> <p>The worksheets address the following themes:</p> <ul style="list-style-type: none"> <li>• storms</li> <li>• forest fires</li> <li>• influenza</li> <li>• emergencies</li> <li>• floods and landslides</li> <li>• earthquakes</li> <li>• volunteering</li> <li>• fire safety education</li> <li>• household risks</li> <li>• social engagement</li> <li>• a safe way to school</li> </ul> <p>FACILITATION TIPS:<br/>Corresponding methodical and didactic comments are available for teachers: <a href="http://yaps.online/worksheets/">http://yaps.online/worksheets/</a></p> |   |  |
| APPROXIMATE TIME NEEDED  | 1-3h per topic  |   |  |
| REQUIRED MATERIALS       | Printed worksheets<br>Pen<br>Coloured pencils   |   |  |



|                                    |   |
|------------------------------------|---|
| BACKGROUND INFORMATION and SOURCES | Austrian Red Cross:<br>EU Civil Protection Project: Raising young people's awareness on preparedness and self-protection, 2017<br><a href="http://yaps.online/worksheets/">http://yaps.online/worksheets/</a> |
| Available language                 | English, German, Romanian   |





## 2. Trainers Handbook - Psychological First Aid and Psychosocial support in disasters and crises

|                                    |  |   |   |
|------------------------------------|--|---|---|
| SUBJECT                            | Psycho-social support  |   |   |
| NAME                               | Trainers Handbook - Psychological First Aid and Psychosocial support in disasters and crises   |   |   |
| TARGET GROUP                       | KINDERGARTEN   | X | <input type="checkbox"/> Pupils<br><input checked="" type="checkbox"/> Teacher<br><input checked="" type="checkbox"/> Director<br><input checked="" type="checkbox"/> Caregiver/parents |
|                                    | PRIMARY SCHOOL   | X | <input type="checkbox"/> Pupils<br><input checked="" type="checkbox"/> Teacher<br><input checked="" type="checkbox"/> Director<br><input checked="" type="checkbox"/> Caregiver/parents |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>• The PSS Trainer Handbook offers a unified methodological platform for PSS training for professionals, volunteers and communities.</li> <li>• Includes the ways of preparation and the necessary basic level training materials for psychosocial disaster/crisis support.</li> <li>• There are additional materials in the appendices to support the psychosocial disaster relief training process and the specifics of disaster/crisis management.</li> </ul> |   |   |
| HOW TO RUN THE ACTIVITY?           | The appendix includes wide range of exemplary exercises and case studies for discussions, feedback techniques.   |   |   |
| APPROXIMATE TIME NEEDED            | 180 pages, incl. covers, A5  |   |   |
| BACKGROUND INFORMATION and SOURCES | Bulgarian Red Cross:<br>The material was published by the Bulgarian Red Cross in 2013; Available in soft and hard copy.  |   |   |
| Available language                 | Bulgarian  |   |   |



### 3. Handbook for volunteers – Workshops on Psychosocial support for 4th and 8th grade pupils

|                                    |  |   |   |
|------------------------------------|--|---|---|
| SUBJECT                            | Psycho-social support  |   |   |
| NAME                               | Handbook for volunteers – Workshops on Psychosocial support for 4th and 8th grade pupils   |   |   |
| TARGET GROUP                       | KINDERGARTEN   |   | <input type="checkbox"/> Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents            |
|                                    | PRIMARY SCHOOL   | X | <input checked="" type="checkbox"/> Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>To help participants to deliver 3 sessions on basic PSS topics – emotions, stress, relationships, according to the age specifics in 4th and 8th grade</li> <li>To provide with basic theoretical information on topics</li> <li>To provide with exemplary activities and the needed materials (templates to copy for every participant, feelings cards, check-lists)</li> </ul> |   |   |
| HOW TO RUN THE ACTIVITY?           | <ul style="list-style-type: none"> <li>The material includes detailed agenda for 3 workshop sessions, related to the main 3 topics – emotions, stress, relationships</li> <li>It has a step-by-step approach and timetable for each session</li> </ul> <p>FACILITATION TIPS: e.g. instruction for working activity with children with disabilities or any other vulnerable groups</p>                                  |   |   |
| APPROXIMATE TIME NEEDED            | 3 sessions, 40 minutes each for the whole program to be held   |   |   |
| BACKGROUND INFORMATION and SOURCES | Bulgarian Red Cross:<br>The handbook was published by the Bulgarian Red Cross, 2012-2013, Sofia, Bulgaria  |   |   |
| Available language                 | Bulgarian  |   |   |



**4. Guidelines for volunteers - Psychological First Aid and Psychosocial support in disasters**

|                                    |   |   |   |
|------------------------------------|---|---|---|
| SUBJECT                            | Psycho-social support   |   |   |
| NAME                               | Guidelines for volunteers - Psychological First Aid and Psychosocial support in disasters   |   |   |
| TARGET GROUP                       | KINDERGARTEN  | X | <input type="checkbox"/> Pupils<br>x Teacher<br>x Director<br>x Caregiver/parents |
|                                    | PRIMARY SCHOOL  | X | <input type="checkbox"/> Pupils<br>x Teacher<br>x Director<br>x Caregiver/parents |
| OBJECTIVES AND OUTCOMES            | <ul style="list-style-type: none"> <li>To provide information on Psychological First Aid and Psychosocial support in disasters, including brief definition of stress and its types, physical and psychological reactions during disaster stress, coping mechanisms and crisis intervention</li> <li>The material is designed for non-professionals, including volunteers</li> </ul> |   |   |
| HOW TO RUN THE ACTIVITY?           | The material is informational only, it does not include any specific exercise or activities itself.   |   |   |
| APPROXIMATE TIME NEEDED            | 50 pages, incl. covers, A5  |   |   |
| BACKGROUND INFORMATION and SOURCES | Bulgarian Red Cross:<br>The material was published. by the Bulgarian Red Cross in 2016; Author: Henrieta Ilieva-Stoyanova Ph.D.   |   |   |
| Available language                 | Bulgarian   |   |   |



### 5. ROKO programme

|  |   |   |  |
|--|---|---|--|
| TARGET GROUP   | KINDERGARTEN  | X | <input type="checkbox"/> Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
|  | PRIMARY SCHOOL  |   | <input type="checkbox"/> Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
| ROKO booklet 1: First Aid<br>ROKO booklet 2: Road Safety<br>ROKO booklet 3: Water Safety |   |   |  |
| BACKGROUND INFORMATION and SOURCES   | Austrian Red Cross:<br><b>ROKO booklet 1: First Aid</b><br><b>ROKO booklet 2: Road Safety</b><br><b>ROKO booklet 3: Water Safety</b><br><a href="http://www.jugendrotkreuz.at/oesterreich/angebote/roko-mit-dem-roten-kreuz/">http://www.jugendrotkreuz.at/oesterreich/angebote/roko-mit-dem-roten-kreuz/</a> |   |  |
| Available language   | German  |   |  |



**6. HELFI programme**

|  |   |   |  |
|--|---|---|--|
| TARGET GROUP   | KINDERGARTEN  |   | <input type="checkbox"/> Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents |
|  | PRIMARY SCHOOL  | x | x Pupils<br><input type="checkbox"/> Teacher<br><input type="checkbox"/> Director<br><input type="checkbox"/> Caregiver/parents                        |
| HELFI booklet 1: for first and second year of primary school<br>HELFI booklet 2: for third and fourth year of primary school |   |   |  |
| BACKGROUND INFORMATION and SOURCES   | Austrian Red Cross:<br>HELFI booklet 1: for first and second year of primary school<br>HELFI booklet 2: for third and fourth year of primary school<br><br><a href="http://www.jugendrotkreuz.at/oesterreich/angebote/erste-hilfe/helfi-hilft-dir-helfen/">http://www.jugendrotkreuz.at/oesterreich/angebote/erste-hilfe/helfi-hilft-dir-helfen/</a><br><a href="http://www.jugendrotkreuz.at/oesterreich/angebote/erste-hilfe/helfi-hilft-dir-helfen/unterrichtsmaterialien/mappe/">http://www.jugendrotkreuz.at/oesterreich/angebote/erste-hilfe/helfi-hilft-dir-helfen/unterrichtsmaterialien/mappe/</a> |   |  |
| Available language   | German  |   |  |




### 7. Emergency and Alarm Plan

|                          |   |  |  |
|--------------------------|---|--|--|
| SUBJECT                  | Kindergarten and school safety  |  |  |
| NAME OF ACTIVITY         | Emergency and Alarm Plan  |  |  |
| TARGET GROUP             | KINDERGARTEN  |  | <input type="checkbox"/> Pupils<br>x Teacher<br>x Director<br><input type="checkbox"/> Caregiver/parents |
|                          | PRIMARY SCHOOL  |  | <input type="checkbox"/> Pupils<br>x Teacher<br>x Director<br><input type="checkbox"/> Caregiver/parents |
| OBJECTIVES AND OUTCOMES  | The emergency- and alarm plan provides a summary of important phone numbers and measures to take in case of an emergency. |  |  |
| HOW TO RUN THE ACTIVITY? | The checklist will usually be filled in by the teacher who is responsible for safety in the school or kindergarten.       |  |  |
| APPROXIMATE TIME NEEDED  | 30 minutes  |  |  |




# EMERGENCY AND ALARM PLAN



## Behaviour in an Emergency

Remain Calm!

**1. SECURE**  
Ensure safety


**2. RESCUE EMERGENCY CALL** 


Where?  
What Happened?


How many people are injured?  
Who is calling?


**3. FIRST AID**

First aid Helpers:

\_\_\_\_\_ 

\_\_\_\_\_ 

\_\_\_\_\_ 


\_\_\_\_\_ 

**FIRST AID**

Remove from danger Area /Stop bleeding /Keep Airways Clear /Revive


**BASIC MEASURES**


Secure Position /Fresh Air /Keep Patient Warm /Psychosocial Support




## Behaviour in Fire

Remain Calm!


**1. ALARM** 

**FIRE BRIGADE EMERGENCY CALL** 


Where is the fire?  
What is burning?  
Are people in danger?  
Who is calling?

**2. ESCAPE** 

- Close windows and doors.
- Exit the building through the emergency exits, but only if they are smoke free. Bring Class book with you!
- Help impaired persons
- Don't use elevators
- If emergency exits can't be used, remain in the classroom and call for help from the windows.


**3. EXTINGUISH FIRE** 

- Combat fire with a fire extinguisher if this is possible without risk to oneself.
- Instruct fire brigade, announce special dangers.
- Follow the instructions of the fire brigade
- Next fire extinguisher \_\_\_\_\_
- Seek meeting point \_\_\_\_\_









## Other important numbers


Remain Calm!


**POLICE EMERGENCY CALL** 

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- Intoxication information center 
- Electricity 
- Gas 
- Water 
- Sewage 

Safety Officer \_\_\_\_\_ 

Fire Prevention Officer \_\_\_\_\_ 

\_\_\_\_\_ 

Elevator Service \_\_\_\_\_ 