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EM-CITY TRAINING MODULE FOR YOUNG VOLUNTEERS

MODULE 4. CIVIL PROTECTION

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MODULE 4. CIVIL PROTECTION

Aim of the Module: The aim of the Civil Protection module is that trainees gain the appropriate knowledge and competences on civil protection, acquire safety culture and know how to respond to a hazard.

Duration of Module: 4 hours

Learning Objectives

1. Know the hierarchy of civil protection and the basic institutional framework
2. Classify the civil protection bodies in the hierarchy levels
3. Recognize potential hazards, vulnerabilities and risks in their area
4. Familiarize oneself with disaster management cycle
5. Deal effectively with emergency situations and become a positive influence for others
6. Contribute to emergency situations supporting civil protection authorities
7. Adopt a positive attitude towards safety culture and continuous education on civil protection

Learning activities/teaching methods

PowerPoint Presentation Deepening in each of the Subsections. A balance of theory, photos, videos and interactive activities should be in place within the PPT. Questions to test the understanding, reveal the various perceptions and highlight the limits of each presented topic must be included.

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4.1 Basics of Civil Protection

4.1.1 Hierarchy and chain of command (local, regional, national and international)

CIVIL PROTECTION is the planning, prevention, material and psychological preparation and mobilization of all available resources - forces and means- of the country, which aims to protect the citizens and visitors from natural, technological and man induced disasters, that cause emergency situations in times of peace, but also in the safeguarding of all kinds of goods, materials and wealth-producing sources, critical infrastructures, facilities and monuments of the country, with the aim of minimizing any adverse effects (GSCP).
In each country, although there are common elements, a different institutional framework for civil protection applies, which defines civil protection bodies and their responsibilities.
The body that heads all the rest is the one that elaborates, plans, defines and monitors the implementation of the policy in the field of civil protection.
In this section, the training material produced will be different for each country, as the civil protection agencies and the hierarchy that applies to them differ.
Trainers in this module will present the main agencies involved in civil protection in their country (Ministry, Security Forces, Region, Municipality, etc.) and what is the basic chain of command.

Emphasis will be placed on civil protection agencies operating in the field at the time of emergency and volunteers should be aware of the volunteering system that applies in each country. Moreover, the role of Humanitarian aid organizations will be underlined and how local communities contribute to an effective and efficient civil protection system.

Special attention will be given to the European Solidarity concept and how Union Civil Protection Mechanism (UCPM) changes civil protection in each country and Europe. Examples will be provided to underline the interaction between the various civil protection levels and elements.

4.1.2 Glossary about emergency and civil protection

This chapter will introduce the basic concepts of civil protection and basic terminology.

Disaster, operations center, security forces, evacuation, single emergency number, hazard, climate change, resilience, disaster risk management, preparedness.

In addition, terminology that is necessary for the resident of that country to know can be added to each country, such as for example the names of the civil protection plans that apply in Greece (Xenokratis, Engelados, Dardanos, Boreas)

Main terms in civil protection are:
1. Hazard: a potentially catastrophic event, phenomenon or human activity that can cause loss of life or injury, property damage, social and economic disruption or environmental degradation.

2. Vulnerability: the conditions determined by natural, social, economic and environmental factors or processes that increase the vulnerability of a society to the effects of risks.

3. Susceptibility: the factors that create the conditions for the evolution of a risk into a disaster.

4. Resilience: the ability of a system or a society, potentially exposed to potential risks, to resist or adapt, with the aim of maintaining an acceptable level of functioning and coherence.

5. Disaster: the serious disruption of the functioning of society, which causes extensive human, material and environmental losses, which exceed the ability of the affected society to deal with them with its own means and resources.

6. Early warning: the provision of early notification and sufficient information, through the competent bodies, which enables specific actions to be taken to avoid or reduce the effects of the risk and to prepare for an effective response.

7. Coordination: the organization, prioritization and monitoring of the required actions, as well as ensuring interoperability, the application of the rules of operational action and the cooperation between the involved bodies to achieve a common goal.

8. Prevention: the set of actions and measures aimed at completely avoiding the potential effects of risks and minimizing natural, technological disasters and other threats.

9. Preparedness: the set of actions and measures taken in advance to ensure an effective response in disaster situations.

10. Response: includes the actions, during or immediately after the disaster, to protect the life and health of people, to address their immediate livelihood needs and to ensure the provision of assistance and support to mitigate the effects of the disaster.

11. Short-term Relief: includes actions after a disaster aimed at restoring or improving living conditions during the first hours and days after its occurrence.
12. Disaster Management Cycle: the set of tactical and management decisions and operational activities in all stages and phases of the disaster cycle, i.e. prevention, preparedness, response and recovery.

13. Organized preventive evacuation of citizens (Evacuation): includes all actions for the preventive evacuation of citizens who are in danger due to their stay near an area threatened by a catastrophic phenomenon that is in progress.

14. First (1st) response teams (First Responders): those competent in terms of material and location, operationally, who are the first to respond to the catastrophic event.

15. Civil Protection Experts (Civil Protection Experts): the specialist scientist or the certified executive in matters related to the management and response of disasters and the calculation of critical factors, such as the assessment of risk, risks in general, vulnerability, exposure at risk.

16. Emergency: the sudden and unpredictable threatening situation that requires immediate measures to minimize its adverse consequences.

17. National Hazard Mitigation Policy: an action plan that defines at the national level the final and intermediate goals for disaster risk reduction, as well as the corresponding evaluation indicators and timetables. It includes all the necessary actions, procedures and programs

related to all phases of the disaster cycle and in particular prevention, preparedness, response, recovery, as well as the feedback of planning at local and national level to reduce risk and strengthen resilience .

18. Risk: the possible human, material or environmental losses in a defined period of time, which are the result of the combination of risks, conditions of vulnerability and lack of capacity or appropriate measures to reduce the potential negative consequences. (Law 4662/2020 GR)

4.1.3 Potential hazards/risks at local areas

Hazards are part of the world around us and their occurrence is inevitable. Floods, landslides, fires, earthquakes and other dangerous events are natural phenomena over which humans have limited control. These events lead to periodic damage to the environment: fire can destroy forests, floods can erode stream banks and lead to channel migration, and a range of geological hazards can severely alter the natural landscape (https://planningforhazards.com/)

Below are descriptions of the most common disasters. In this subsection, the types of disasters such as flood, earthquake, fire, snowfall and frost will be described initially. **Then, in each country separately, a subsection will be added on local disasters and the particularities of the intervention area in order for the trainees to get to know the area in question in more detail**.

Earthquake

An earthquake is a natural phenomenon that, when it occurs in urban areas, can cause consequences and effects, both on the population and on the natural and built environment. The factors controlling the magnitude of the effects are:

- **factors inherent to the earthquake** as a natural phenomenon and related to the size of the earthquake, the location of the focus – the epicenter, the focal depth and the distance from the epicenter,
- **geological factors**, which are related to the quality of the soil and rocks that may result in surface ruptures, landslides, liquefaction, subsidence, etc.,

- **socio-economic factors** related to the quality of the constructions, construction time (Anti-Seismic Regulation), the readiness of population, time of day/day of week/season of year, special day (working day, holiday, holiday, etc.).

The occurrence of a strong earthquake can cause many problems in the affected area and particularities in dealing with the event (Hellenic Earthquake Planning and Protection Organization)

Fires

By the term fire we characterize the unwanted and out of control combustion due to the ignition of various materials. Combustion by ignition of various materials is an exothermic chemical reaction (rapid oxidation) in which large amounts of heat are released. Combustion with ignition requires the coexistence of fuel, oxygen and heat. The removal of a single element of these results in its interruption and therefore stops the progress of the fire.
Fuels in forest fires are considered to be all kinds of organic materials of plant origin (organic vegetative material) dead or alive (dry/green) which, when they come into contact with a high-temperature flame or spark, ignite in the presence of oxygen. Ignition can be caused by natural causes (lightning) or human activity. (Hellenic General Secretariat of Civil Protection, 2023)

The list of potential disasters is quite big. Each country can select the ones that are representative for their areas and can be used as examples for making learning process about them long lasting and influential for the participants.

4.1.4 Circle of disaster, guidelines and contacts

Disaster management aims to reduce, or avoid, the potential losses from hazards, assure prompt and appropriate assistance to victims of disaster, and achieve rapid and effective recovery. The Disaster management cycle illustrates the ongoing process by which governments, businesses, and civil society plan for and reduce the impact of disasters, react during and immediately following a disaster, and take steps to recover after a disaster has occurred. Appropriate actions at all points in the cycle lead to greater preparedness, better warnings, reduced vulnerability or the prevention of disasters during the next iteration of the cycle. The complete disaster management cycle includes the shaping of public policies and plans that either modify the causes of disasters or mitigate their effects on people, property, and infrastructure.

The mitigation and preparedness phases occur as disaster management improvements are made in anticipation of a disaster event. Developmental considerations play a key role in contributing to the mitigation and preparation of a community to effectively confront a disaster. As a disaster occurs, disaster management actors, in particular humanitarian organizations, become involved in the immediate response and long-term recovery phases. The four disaster management phases illustrated here do not always, or even generally, occur in isolation or in this precise order. Often phases of the cycle overlap and the length of each phase greatly depends on the severity of the disaster.

- Mitigation - Minimizing the effects of disaster.
  Examples: building codes and zoning; vulnerability analyses; public education.
- Preparedness - Planning how to respond.
  Examples: preparedness plans; emergency exercises/training; warning systems.
- Response - Efforts to minimize the hazards created by a disaster.
  Examples: search and rescue; emergency relief.
- Recovery - Returning the community to normal.
  Examples: temporary housing; grants; medical care.

Sustainable Development

Developmental considerations contribute to all aspects of the disaster management cycle. One of the main goals of disaster management, and one of its strongest links with development, is the promotion of sustainable livelihoods and their protection and recovery during disasters and emergencies. Where this goal is achieved, people have a greater capacity to deal with disasters and their recovery is more rapid and long lasting. In a development oriented disaster management approach, the objectives are to reduce hazards, prevent disasters, and prepare for emergencies. Therefore, developmental considerations are strongly represented in the mitigation and preparedness phases of the disaster management cycle. Inappropriate development processes can lead to increased vulnerability to disasters and loss of preparedness for emergency situations.

Mitigation

Mitigation activities actually eliminate or reduce the probability of disaster occurrence, or reduce the effects of unavoidable disasters. Mitigation measures include building codes; vulnerability analyses updates; zoning and land use management; building use regulations and safety codes; preventive health care; and public education. Mitigation will depend on the incorporation of appropriate measures in national and regional development planning. Its effectiveness will also depend on the availability of information on hazards, emergency risks, and the countermeasures to be taken. The mitigation phase, and indeed the whole disaster management cycle, includes the shaping of public policies and plans that either modify the causes of disasters or mitigate their effects on people, property, and infrastructure.

Preparedness

The goal of emergency preparedness programs is to achieve a satisfactory level of readiness to respond to any emergency situation through programs that strengthen the technical and managerial capacity of governments, organizations, and communities. These measures can be described as logistical readiness to deal with disasters and can be enhanced by having response mechanisms and procedures, rehearsals, developing long-term and short-term strategies, public education and building early warning systems. Preparedness can also take the form of ensuring that strategic reserves of food, equipment, water, medicines and other essentials are maintained in cases of national or local catastrophes.

During the preparedness phase, governments, organizations, and individuals develop plans to save lives, minimize disaster damage, and enhance disaster response operations. Preparedness measures include preparedness plans; emergency exercises/training; warning systems; emergency communications systems; evacuations plans and training; resource inventories; emergency personnel/contact lists; mutual aid agreements; and public information/education. As with mitigations efforts, preparedness actions depend on the incorporation of appropriate measures in national and regional development plans. In addition, their effectiveness depends on the availability of information on hazards, emergency risks and the countermeasures to be taken, and on the degree to which government agencies, non-governmental organizations and the general public are able to make use of this information.

Humanitarian Action

During a disaster, humanitarian agencies are often called upon to deal with immediate response and recovery. To be able to respond effectively, these agencies must have experienced leaders, trained personnel, adequate transport and logistic support, appropriate communications, and guidelines for working in emergencies.
If the necessary preparations have not been made, the humanitarian agencies will not be able to meet the immediate needs of the people.

Response
The aim of emergency response is to provide immediate assistance to maintain life, improve health and support the morale of the affected population. Such assistance may range from providing specific but limited aid, such as assisting refugees with transport, temporary shelter, and food, to establishing semi-permanent settlement in camps and other locations. It also may involve initial repairs to damaged infrastructure.
The focus in the response phase is on meeting the basic needs of the people until more permanent and sustainable solutions can be found. Humanitarian organizations are often strongly present in this phase of the disaster management cycle.

Recovery
As the emergency is brought under control, the affected population is capable of undertaking a growing number of activities aimed at restoring their lives and the infrastructure that supports them. There is no distinct point at which immediate relief changes into recovery and then into long-term sustainable development. There will be many opportunities during the recovery period to enhance prevention and increase preparedness, thus reducing vulnerability. Ideally, there should be a smooth transition from recovery to on-going development.

Recovery activities continue until all systems return to normal or better. Recovery measures, both short and long term, include returning vital life-support systems to minimum operating standards; temporary housing; public information; health and safety education; reconstruction; counseling programs; and economic impact studies. Information resources and services include data collection related to rebuilding, and documentation of lessons learned.

4.1.5 How to behave during emergency situation

Civil protection agencies publish a range of guidelines that citizens can follow in order to deal with an emergency. Although there are some general instructions that apply to all emergency situations, there are also instructions that are specific to each type of emergency such as fire, flood, earthquake, gale force winds, heat and landslides. **At this point, the general instructions and the specific instructions per case will be collected so that people can be trained in them**.

It is important to distinguish the "how to act guidelines" depending on the position / work each member of the society has. For example, what to do if you are a doctor, varies from what to do if you are working in a retail store. Managing a hotel full of tourists calls for other actions than if you are a tourist/visitor. Being a parent with kids at school may pause some extra pressure and complexity. So, using examples the discussion will show that the theoretical guidelines must be adapted depending on the actual situations and thus continuous learning and exercising is important. As exercises are the closest mean we have to simulate actual emergencies, their types, roles and special characteristics will be explored.

Also it is important for civil protection volunteers to know that their action and contribution has specific limits and these are determined in each country through the relevant legislation. **At this point, the actions carried out by the voluntary organizations in the event of an emergency situation can be developed, examples of past events/ exercises can be showcased and the interaction between humanitarian aid actors and civil protection authorities will be underlined. .**

4.2 Examples of the Activities can be Used in Civil Protection Module

Activity 4.1 Understanding the Hierarchy and Structure of Civil Protection

The aim of the activity: to familiarize trainees with the hierarchy and structure of civil protection in their country and develop an understanding of the key entities involved**.**

Materials/Equipment:

- Large cardboard sheets (Canson) or flip chart paper
- Markers
- Internet access

Duration: 60 minutes

Outcomes of the activity:

Knowledge:

- Trainees will acquire knowledge about the hierarchy and structure of civil protection in their country.
- They will understand the roles and responsibilities of key entities involved in civil protection.
- Trainees will gain knowledge about different civil protection plans or strategies in their country.

Skills:

- Trainees will develop research skills by utilizing the internet and other resources to gather information.
- They will enhance their presentation skills through group presentations, effectively communicating their findings to the audience.
- Trainees will practice critical thinking and analysis while understanding the interdependence and collaboration between various entities in civil protection.

Attitudes:

- Trainees will develop an appreciation for the importance of civil protection in ensuring public safety during emergencies.
- They may develop a sense of responsibility towards their community and a willingness to contribute to civil protection efforts.

- The activity may promote teamwork and collaboration among the trainees as they work together in small groups and engage in discussions.

Instructions/Suggestions:

1. Introduction (5 minutes):
    - The trainer briefly introduces the topic of civil protection and its importance in ensuring public safety during emergencies.
    - Emphasize that the structure of civil protection may vary between countries and regions.
2. Group Formation (5 minutes):
    - Divide the trainees into small groups, preferably consisting of 3-5 members each.
    - Assign each group a specific topic related to the hierarchy and structure of civil protection based on the current regime of the country.
3. Research and Discussion (20 minutes):
    - Provide each group with a large cardboard sheet or flip chart paper and markers.
    - Instruct the groups to use the internet as a resource to research and gather information on their assigned topic.
    - Encourage them to explore official government websites, relevant documents, and other reliable sources to understand their topic thoroughly.
    - Remind them to focus on the hierarchy, key entities, and their responsibilities.
4. Group Presentations (25 minutes):
    - After the research phase, allow each group 5-7 minutes to present their findings to the whole meeting.
    - Each group should use their cardboard sheet or flip chart paper to create visual aids, such as diagrams or bullet points, to illustrate the hierarchy and structure of civil protection related to their topic.
    - Encourage them to engage the audience by explaining the roles and functions of the entities they researched.
    - Encourage questions and discussions after each presentation.
5. Summary and Theory Presentation (5 minutes):

- As the trainer, provide a brief summary of the key points presented by each group.
- Emphasize the commonalities and differences between the entities discussed, highlighting their interdependence and collaboration.
- Present the theory you have prepared for the specific chapter, incorporating additional information and insights to enhance trainees' understanding.

Activity 4.2 Term and Meaning Match-Up

The aim of the activity: to enhance understanding of key terms by matching them with their correct meanings and encouraging trainees to explain the concepts in their own words.

Duration: 15-20 minutes

Materials/Equipment:

- Flashcards or printed cards with terms written on one side and their meanings on the other side
- Writing materials for trainees

Outcomes of the Activity:

Knowledge:

- Increased knowledge of terminology: Participants will acquire a deeper understanding of the specific terms covered in the activity. They will learn the definitions and meanings of the terms and gain knowledge of their applications within the subject or domain.

Skills:

- Critical thinking skills: The activity requires participants to analyze the terms and their meanings, compare and match them, and then explain them in their own words. This process enhances their critical thinking skills as they evaluate and synthesize information.
- Communication skills: Explaining the terms in their own words necessitates effective communication. Participants will practice conveying complex ideas in a clear and concise manner, improving their ability to articulate concepts to others.
- Collaborative skills: The activity often involves group discussions and sharing of explanations. Participants will develop their collaborative skills by actively engaging

with others, listening to different perspectives, and building upon each other's knowledge.

Attitudes:

- Curiosity and eagerness to learn: By actively participating in the activity, participants are encouraged to be curious and eager to learn. They will develop an attitude of seeking knowledge and understanding, fostering a lifelong learning mindset.
- Confidence in knowledge: Successfully matching terms, explaining them, and engaging in discussions will boost participants' confidence in their own knowledge. They will develop a positive attitude towards their ability to understand and explain complex concepts.
- Open-mindedness and respect for diverse perspectives: Through collaborative discussions, participants will encounter different interpretations and explanations of the terms. This can foster an attitude of open-mindedness and respect for diverse perspectives, as they learn from others and consider alternative viewpoints.
- Reflective thinking: The activity prompts participants to reflect on their understanding of the terms and their meanings. They will develop an attitude of introspection, continuously assessing their own understanding and seeking ways to improve and deepen their knowledge.

Instructions/Suggestions:

1. Prepare a set of flashcards or printed cards, with each card containing a term on one side and its corresponding meaning on the other side. Ensure that the terms and meanings are mixed up, creating a challenge for the trainees.
2. Distribute the cards randomly among the trainees.
3. Instruct the trainees to individually match the terms with their correct meanings, using the cards they have.
4. Once the trainees have completed the matching task, ask them to write down their own understanding of each term in their own words. Encourage them to think about the concept behind each term and explain it as clearly as possible.
5. After everyone has finished writing their explanations, divide the trainees into pairs or small groups.
6. In their pairs or groups, ask the trainees to share their explanations for each term with their partners. They can discuss any differences or similarities in their understanding and clarify any misunderstandings.

7. Encourage trainees to provide constructive feedback and support each other in improving their explanations.
8. As a group, discuss the terms and meanings together, allowing each trainee to share their understanding of the concepts. This can be done by randomly selecting a card and asking a trainee to explain the term and meaning associated with it. Other trainees can add their insights or ask questions for further clarification.
9. Facilitate the discussion, providing additional explanations or examples if needed, and ensuring that everyone has a clear understanding of each term and its meaning.
10. Repeat the activity with different sets of terms and meanings, if desired, to reinforce understanding and promote active learning.

Activity 4.3 Identifying Dangers in the Intervention Area

The aim of the activity: to enhance participants' understanding of the main dangers in the intervention area by analyzing newspaper clippings and internet reports related to disasters.
Duration: 30-60 minutes.

Materials/Equipment:

- Newspaper clippings: Collect relevant newspaper clippings that highlight past disasters or incidents in the intervention area. These clippings should provide information about the specific dangers and risks associated with the area.
- Internet reports: Gather internet reports or articles related to disasters in the intervention area. These reports can be sourced from reputable news websites, government portals, or research organizations. They should offer additional insights into the main dangers and their impacts.
- Printed copies: Make copies of the newspaper clippings and internet reports for each group of trainees. Ensure that there are enough copies for every participant to have access to the materials.
- Reading materials: Provide additional reading materials or references that offer background information on the types of disasters commonly observed in the intervention area. These materials can include books, research papers, or relevant sections from training manuals.
- Writing materials: Supply pens, pencils, markers, or any other writing tools that participants may need to take notes or annotate the newspaper clippings and internet reports.

- Flipchart or whiteboard: Use a flip chart or whiteboard to facilitate group discussions and record the main dangers identified by each group.
- Presentation materials: If the trainer intends to present a general theory before distributing the newspaper clippings and internet reports, ensure that the necessary presentation materials, such as slides or handouts, are available.
- Grouping materials: Provide materials that aid in forming small groups, such as colored cards or nametags, to ensure an organized and efficient group formation process.
- Audiovisual equipment (optional): If the trainer wishes to enhance the presentation with audiovisual elements, such as videos or images, make sure the necessary equipment, such as a projector or a screen, is available.
- Safety guidelines: Depending on the nature of the intervention area and the potential dangers involved, provide safety guidelines or protective equipment if necessary. This may include safety goggles, gloves, or masks.

Outcomes of the activity:

Knowledge:

- Increased awareness: Participants will acquire knowledge about the specific dangers prevalent in the intervention area. They will gain insights into the types of disasters that have occurred in the past and the potential risks associated with the area.
- Understanding of causes and impacts: Participants will develop a deeper understanding of the causes and impacts of different disasters by analyzing real-world examples. They will learn about the factors that contribute to the occurrence of disasters and the consequences they have on the intervention area and its inhabitants.

Skills:

- Analytical skills: Participants will enhance their analytical skills by critically examining newspaper clippings and internet reports. They will learn to extract relevant information, identify patterns, and make connections between different sources to identify the main dangers in the intervention area.
- Research skills: Engaging with newspaper clippings and internet reports will improve participants' research skills as they navigate and analyze various sources of information. They will learn how to extract valuable data and insights from these sources.

- Communication skills: Through group discussions and presentations, participants will develop their communication skills. They will learn to articulate their findings, express their ideas clearly, and actively engage in discussions with their peers.
- Risk assessment skills: Participants will gain skills in assessing risks associated with different disasters. They will learn to evaluate the severity and likelihood of potential dangers, enabling them to make informed decisions regarding disaster management and mitigation strategies.

Attitudes:

- Proactive mindset: Engaging with real-world examples of disasters will foster a proactive mindset among participants. They will recognize the importance of being proactive in identifying and addressing potential dangers to minimize the impact of disasters.
- Empathy and compassion: Through the analysis of newspaper clippings and internet reports, participants will develop empathy and compassion for those affected by disasters. They will understand the importance of disaster preparedness and response in minimizing human suffering.
- Awareness of responsibility: Participants will develop a sense of responsibility towards disaster management and mitigation in the intervention area. They will recognize their role in creating safer communities and promoting resilience in the face of disasters.
- Appreciation of teamwork: By working in small groups, participants will appreciate the value of teamwork in analyzing and understanding the dangers in the intervention area. They will recognize the importance of collaboration and collective effort in addressing complex challenges.

Instructions/Suggestions:

1. Presentation of the general theory: The trainer will provide an overview of the general theory related to the intervention area. This may include discussing the geographical location, climate, historical data on past disasters, and any specific risks associated with the area.
2. Collection of newspaper clippings and internet reports: Prior to the training session, the trainer should gather a selection of newspaper clippings and internet reports that

highlight various disasters that have occurred in the intervention area. These can include natural disasters like floods, earthquakes, wildfires, or human-made disasters such as industrial accidents or infrastructure failures.

3. Distribution of materials: The trainer will distribute the newspaper clippings and internet reports among the participants, ensuring that each small group receives a diverse set of materials.
4. Group discussion: Participants will form small groups and read the newspaper clippings and internet reports assigned to them. They will discuss and analyze the information to identify the main dangers present in the intervention area. Encourage them to consider the causes, impacts, and potential risks associated with each disaster.
5. Presentation of findings: Each small group will present their findings to the larger group. They will share the main dangers they identified, supporting their points with evidence from the newspaper clippings and internet reports. The trainer can facilitate a discussion to compare and contrast the dangers identified by different groups.
6.
7. Reflection and discussion: After the presentations, the trainer will lead a reflective discussion, encouraging participants to share their thoughts and insights gained from the activity. This can include discussing the severity of the identified dangers, potential mitigation strategies, and the importance of disaster preparedness and response in the intervention area.

4.3 Scenario-based Emergency Response Activity

The aim of the activity: to enhance participants' emergency response knowledge and skills by presenting them with various scenarios of danger and allowing them to analyze and discuss appropriate actions to take in each situation.

Duration: 30-60 minutes

Materials/Equipment:

- Scenarios: Prepared by the instructor, these are descriptions or simulated situations of various dangers such as floods, fires, earthquakes, etc. These scenarios should be written or printed out and distributed to the participants.
- Writing materials: Participants will need pens or pencils and paper to write down their responses or discuss their answers in small groups.

- Presentation materials: The trainer may use visual aids or a projector to present the correct treatment for each scenario. This can include slides, diagrams, or videos that illustrate the recommended actions.
- Optional props: Depending on the nature of the scenarios, additional props may be used to enhance the realism or engagement of the activity. For example, if discussing a fire scenario, the trainer might include a fire extinguisher prop to demonstrate its proper use.
- Timer or clock: It can be helpful to have a timer or clock visible to keep track of the time allocated for each scenario and ensure the activity stays on schedule.
- Optional audiovisual equipment: If the trainer wants to incorporate multimedia elements or showcase real-life footage related to disasters, audiovisual equipment such as speakers or a television may be required.

The outcomes of the activity:

Knowledge:

- Increased understanding of various dangers and hazards: Participants will gain knowledge about different types of disasters such as floods, fires, earthquakes, etc., including their characteristics, causes, and potential consequences.
- Knowledge of appropriate actions: Participants will learn the correct treatment or response for each scenario presented during the activity. They will acquire knowledge of safety protocols, emergency procedures, and effective strategies to mitigate risks in different dangerous situations.

Skills:

- Decision-making skills: Through analyzing and discussing the scenarios, participants will develop their decision-making abilities by assessing the situation, identifying potential risks, and determining the most appropriate course of action.
- Problem-solving skills: Participants will practice problem-solving skills by considering different factors and constraints within each scenario and coming up with practical and effective solutions.
- Communication and collaboration skills: The activity encourages participants to share their views, opinions, and proposed actions within their small groups. They will develop effective communication skills, active listening, and teamwork in discussing and reaching a consensus on the appropriate response for each scenario.

Attitudes:

- Increased preparedness: The activity aims to foster a sense of preparedness and proactive mindset among participants. They will develop a heightened awareness of potential dangers and the importance of being prepared to handle emergencies.
- Confidence in handling dangerous situations: By participating in scenario-based discussions and learning the correct treatment, participants will gain confidence in their ability to respond appropriately in real-life dangerous situations.
- Safety consciousness: The activity promotes a culture of safety consciousness, emphasizing the significance of prioritizing personal safety and the safety of others during emergencies.
- These outcomes contribute to equipping participants with the knowledge, skills, and attitudes necessary to effectively respond to dangerous situations, protect themselves, and potentially save lives.

Instructions/Suggestions:

1. Introduce the activity: Explain to the participants that they will be engaging in a scenario-based activity to test their knowledge and decision-making skills in different dangerous situations.
2. Provide the scenarios: Present the prepared scenarios one by one, describing the situation and the potential dangers involved. You can use real-life examples or create fictional scenarios based on the context of the training.
3. Individual responses: Ask participants to individually write down what they believe should be done in each scenario. Encourage them to consider the immediate actions, prioritizing safety and minimizing risks.
4. Group discussion: Divide participants into small groups (3-5 members per group) and ask them to share their answers and discuss the reasoning behind their choices. Allow sufficient time for each group to discuss and reach a consensus on the best course of action.
5. Presentation of correct treatment: Bring the groups back together and invite each group to share their answers and reasoning. Facilitate a discussion to explore different perspectives and approaches.
6. Provide correct treatment: Once the groups have presented their answers, provide the correct treatment or response for each scenario. Explain the reasons behind the correct actions and address any misconceptions or uncertainties raised during the discussion.
7. Reflect and debrief: Facilitate a debriefing session to encourage participants to reflect on the activity. Discuss the challenges faced, lessons learned, and any new insights gained regarding emergency response in dangerous situations.
8. Summarize key takeaways: Conclude the activity by summarizing the key takeaways from the scenarios and emphasizing the importance of preparedness, effective decision-making, and collaboration in emergency situations.

Note: It is essential to prioritize safety during the activity. Make it clear that the discussions and scenarios are meant for educational purposes and participants should not put themselves or others at risk by attempting dangerous actions in real-life situations.

4.4 Useful links

https://civil-protection-humanitarian-aid.ec.europa.eu/what/civil-protection/national-disaster-management-system/greece_en
https://civil-protection-humanitarian-aid.ec.europa.eu/what/civil-protection/national-disaster-management-system/italy_en
https://civil-protection-humanitarian-aid.ec.europa.eu/what/civil-protection/national-disaster-management-system/turkiye_en
https://civil-protection-humanitarian-aid.ec.europa.eu/what/civil-protection/national-disaster-management-system/republic-cyprus_en
https://eur-lex.europa.eu/EN/legal-content/glossary/civil-protection.html
https://unsdg.un.org/resources/un-common-guidance-helping-build-resilient-societies
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