

# Tales of Disasters

**HANDBOOK:**

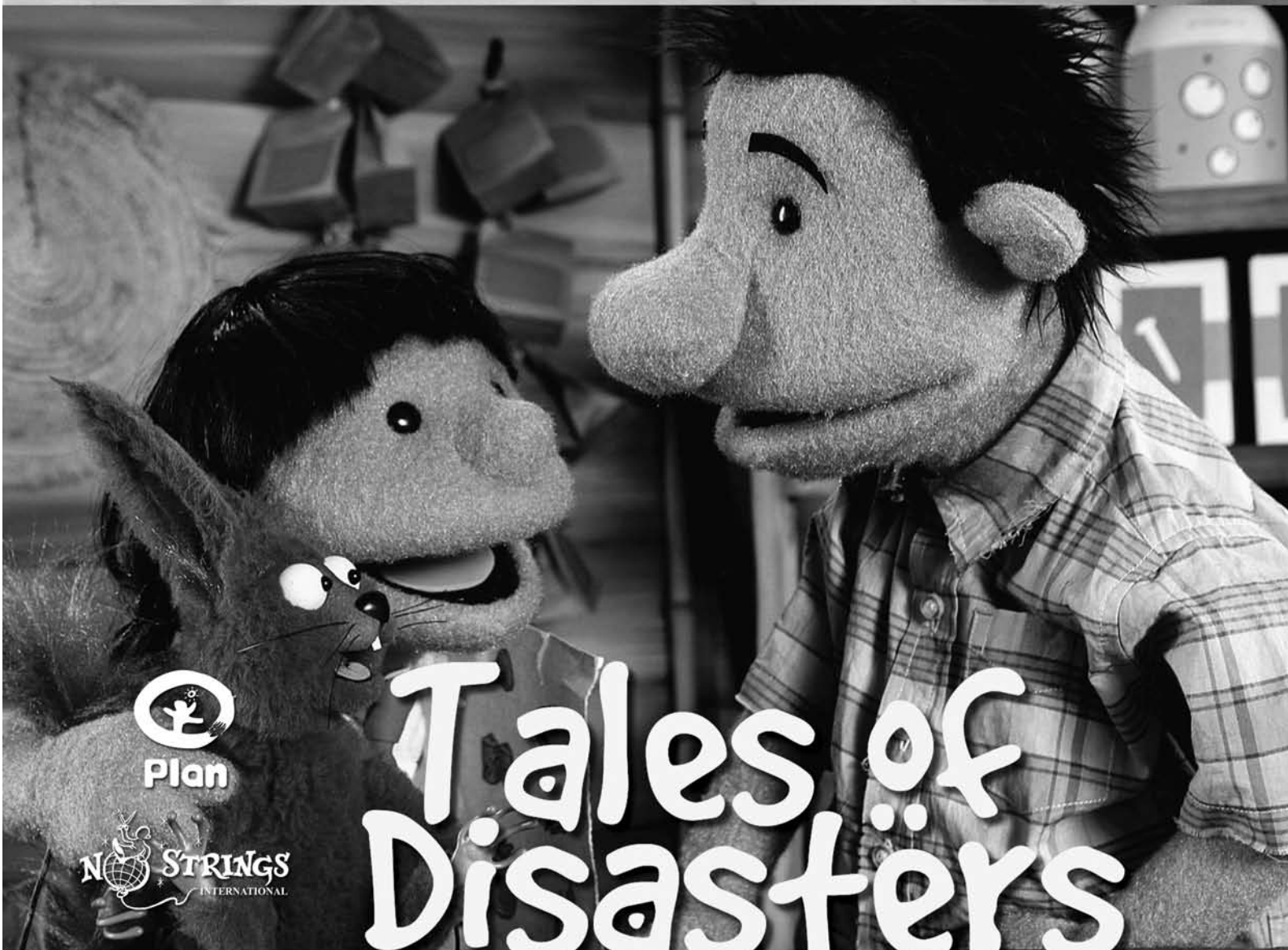
A Facilitator's Guide to using the No Strings Tales of Disasters films

A programme supported by **TROCAIRE**  
Working for a Just World

earthquake • tsunami • volcano

flood and landslide • typhoon / tropical cyclone • two gardens





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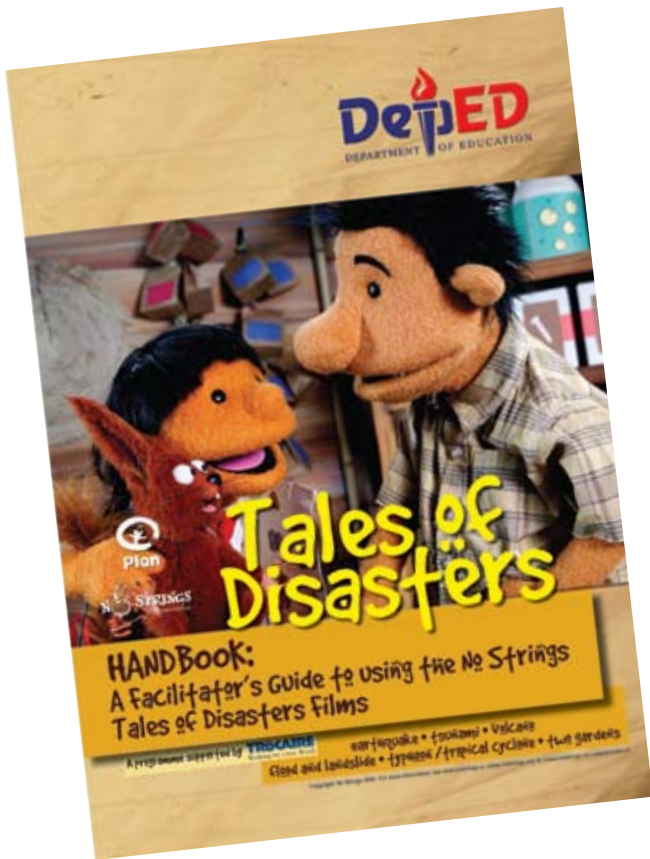
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# How to use this Handbook

## Introduction

This guide was originally put together for the local NGO partners and Department of Education facilitators taking part in the February 2009 No Strings puppetry workshop in Cebu City, Philippines. All the photographs here were taken during the workshop week.

It was created as a working document in order that it would benefit from input from individual and local expertise. Facilitators contributed additional key learning points and consolidation game activities that have been included here.

The guide contains a complete lesson plan breakdown with a range of fun and effective activities that can be used for each film shown to a group. It has been planned to help facilitators using the *Tales of Disasters* and *Peace Building Two Gardens* films ensure that the children or adults participating get the most out of watching the films, remember what they have learned, and be able to apply that learning quickly should a natural disaster occur in their own environment.

Facilitators in the workshop were given intensive training on how to use a hand puppet. You will find a pattern and guide to making your own puppet at the end of this Handbook.

## Appropriate Age Range

Throughout this Handbook, we refer to all audiences as children. This is purely for ease of use; the films can be used very successfully with older teenagers and adults. You may wish to adapt some of the activities in the lesson plan, or you can use your puppet to encourage the same degree of participation.

## Making Learning Active, Memorable, and Fun

Studies have found that when we passively sit down and are lectured to, we typically remember just a small amount what is said. However, when we are given the opportunity to think for ourselves and participate in a lesson by speaking and taking part in activities, memory retention can expand very significantly.



According to the Dale's Cone of Experience model, people generally remember

- 10% of what they read
- 20% of what they hear
- 30% of what they see
- 50% of what they hear and see
- 70% of what they say or write
- 90% of what they say as they do something

The suggested lesson plan allows for many different activities to ensure that your group stays focused, and encourages them to repeat the key learning points of the films in various different forms (spoken, written, drawn, etc.) to consolidate what they have learned and allow for maximum retention of memory.

Because we remember more when we give answers ourselves, rather than hear them, the facilitator's role during the follow-on discussion is to elicit answers from the group. Give answers yourself only when you need to. By repeating questions like *why, is that right, do you agree, what else should you do, how would you do that, etc.*, you can encourage a greater number of children to take part in responding to each point.

It is also helpful to refer repeatedly to the characters in the film, and what they did right or wrong. *What should Dodong have done? Did the Squirrel think Dodong was right? When a child's answer is incorrect, get others in the group to give the right answer. Try to be encouraging and supportive.*

### Making Learning Relevant



It is very important, of course, that your group is able to apply what they have learned from the films to their own individual set of circumstances.

After watching the film, use the discussion activity to get children to answer these questions.

*Where is their nearest local high ground? Have there been floods*

*in the area before? What did they do then? Do they have an emergency meeting place in the event of an earthquake? Where would they 'duck, cover, and hide' if an earthquake happened right now / in their house, etc.*

The consolidation activities from page 71 to 77 offer various ideas of how to extend the discussions, like drawing an evacuation route map, an activity shown above.

### Using the Puppet

If you have a puppet, use it as much as you find helpful. The puppet is there to engage your audience, to help them relate to the film characters, and to help

encourage their participation. Your puppet is one of the things they will remember most. As with the film characters, they will form an association between the puppet and the key learning points.

Be aware that you should not over-use the puppet, however. He will quickly lose his magic if he is used for everything, and some activities will lend themselves much more to the puppet than others. Get children to anticipate the puppet's appearance and look forward to it.

In discussions, you might like to use your puppet to give the wrong answers to your questions, so that children will have to correct him. There are all sorts of tricks like this by which the puppet will help you get more out of your group.

### Which Films?

Some of the films in the series will not be relevant to your location. Are you near the coast and at risk from tsunamis? Is there a volcano in your vicinity? You need to prioritize which films you wish to show, depending on your location and the time allocated to your session. You could do detailed sessions with the two key films for your location and cover a third more briefly. Every session will need specific planning. See below a showing of *Two Gardens*.



Remember, full lesson plan sessions will take an hour or more per film.

## The Importance of Time Keeping

In the lesson plan, you will find a suggested time frame in minutes for each of the activities. Try to be disciplined and keep to this time frame as much as possible; this will become easier the more sessions you facilitate. If you find there is too much material for your allotted time, then prioritize certain sections. You should always allow sufficient time for the follow-up discussion, for example, and try to do the monitoring quizzes.

Most of the sections are designed so that they are fairly quick, and are followed by a different type of activity to help keep your group focused and to encourage participation.

## Using the Lesson Plan

The lesson plans in this Handbook are similar for each of the films, with the exception of the *Two Gardens* film, details of which follow.

**Materials.** The lesson plan tells you what materials you will need for each activity. These are kept to a minimum and can be easily made. Check to see if there is a board you can use during sessions and bring along paper, etc., if not.

The most important thing is that you have access to a DVD and television, or a film projector. Ensure that the equipment works and set the DVD at the correct section (film and language selection) before you start each session, so that it is ready to go when you want to play it.

**Breakdown.** Using *Earthquake* as an example, refer to the lesson plan on page 16.

The **Lesson Plan** section starts with **Key Messages** or key learning points that the *Earthquake* film contains. These are points you must ensure are covered and fully understood by everyone in your group by the end of the session. On the following page, you will also find learning points that were added by delegates in the No Strings workshop in Cebu, Philippines. You should add any additional points you feel are important to your session.

You will then find a complete lesson plan breakdown (page 16). Each area in this section is explained in detail on the subsequent pages. You will also find here a detailed list of suggested questions (and answers) for the discussion activity.

The **Monitoring Quiz Report Forms** are found in a different section, from pages 78 to 84. Copy them and use one for each film you use in a session so that you have a record of your visit. This information can be compiled and used as part of your report. More on this below. A list of suggested **Consolidation Activities** is found from pages 71 to 77. We have included these as they can be adapted and used for each of the films. You could select one activity for one film and another for a different film, and so on. You will need to plan this in advance to ensure you have the correct materials with you.

In the poster making activities, you could split your group so that one half does one kind of poster, and another a different kind. Or you could split your group into three and get one group doing an evacuation route exercise at the same time.

For emergency kit games and discussions, children may wish to add things to the list. Suggestions during the Cebu workshop included a favorite toy, a small amount of money, small items that would be of comfort if families were forced out of their homes.

You can also adapt games you already know to suit the session. The focus is to get children to repeat the learning of key messages in a new activity and apply that learning to their own individual circumstances and situations.

To summarize:

- Decide which films are important for your group.
- Plan the amount of time needed for your session.
- Consider whether to show the *Two Gardens* peace-building film.
- Read through the lesson plan – you might find it useful to have the lists of questions and answers with you the first few times you do the session.
- Make sure you have a copy of the monitoring report form.
- Decide which consolidation activities you will do for each film.
- Prepare the necessary materials.
- Decide whether you would like to encourage children to write a puppet script and plan a performance. This is a great activity to conduct after any of the films, but particularly to follow up the peace building film as it encourages a further exploration of values. (See below.)

## Monitoring, Evaluating, and Report Writing

The **Monitoring Quiz Report Forms** allow facilitators to assess a group's baseline knowledge before they show the film, and helps them to focus on areas where children might be confused. The same questions are asked after the discussion which follows the film, and thus provide a record of how successful the session was.

We have offered a couple of suggestions on how to carry out the quiz. The first involves children covering their eyes and raising their hands. It stops them from copying one another. Also, this activity will not make the students feel bad if they answered incorrectly. The second, suggested and very successfully tried out during the Cebu workshop, involves getting children to physically line up behind a child holding card 'A' and one holding card 'B'. This is disruptive, so it is probably best done for the second part of the quiz, but children and adults really enjoy it.



You only need to count and mark down the number of correct answers for each question so it is quick and easy for the facilitator too. (You may find it quicker to count the wrong answers and subtract those from the total number of children.)

*The key here, as with all the other suggested activities, lies in a clear and quick explanation. Get the puppet to demonstrate!*

Facilitators should enter the information from the Monitoring Quiz Report Form into the Excel spreadsheet. This will form part of the reporting requirements.

**Reports.** One of the main focuses of report writing should be on how well children respond to the films, the lesson plans, and which activities work best. You should include any additional activities you may have created or adapted, and which work particularly well. More details will be forwarded to individual organizations using the films.

## Using the *Two Gardens* Peace-Building Film

While the natural disasters films focus on a series of things that you should and should not do in a given emergency, the *Two Gardens* film is more complex and examines the values that people have. Because of this, you may find it appropriate to use it slightly differently.

The first thing to say about dissemination is that it is not only appropriate for regions, like Mindanao in the Philippines, which are experiencing heightened community tension and conflict. While it is about attitudes to groups of people who are different, and to minority groups in particular, *Two Gardens* brings up issues that can affect any region, especially after a natural or man made disaster. Movement of populations displaced by disasters is common and can quickly lead to mistrust, jealousy, and violence within an existing population.

On a very basic level, the film addresses the importance of being kind to others, even if they are different from yourself, and thus carries universal messages relevant to all. It can also be used as a debate opener. The film provides a good example of how using puppets can be effective in that they lack common reference points and are non-judgmental and thus provide a format which is very neutral.

At all levels, discussions can potentially be long and in depth. It is good if people can be honest with themselves. Tikoy should not behave the way he does, but we can see that he is jealous and everyone has experienced feelings of jealousy. He is to be applauded for overcoming them and being able to say sorry. His boss is more than understanding – many people would have been sacked for doing as little as Tikoy over the years. But how would you feel and react if you were in danger of losing your job to someone new to your regular community – because of your own lack of effort? Gossip spreads around the village like wildfire and is based on complete fabrications; however, the villagers feel threatened; perhaps we are all capable of losing sight of our normal principles in these situations.

The point, of course, is that these negative reactions have consequences that are damaging to all. It is far better for everyone to question our initial reactions, and to strive to accept people different from ourselves.

We have provided a lesson plan for the film and suggested a particular way of using it that allows you to monitor any changes in values. There is no need here to use the same activities as in the natural disasters films; however, you can encourage a class to further explore the values in other ways. Story writing exercises work well, as do little dramas. See below ideas on how to encourage follow-on puppet show activities using sock puppets.

To summarize:

- Show the film as suggested in the lesson plan and do the monitoring quizzes.
- Discuss why some people's attitudes have changed and become more sympathetic to Popoy.
- Open discussion about the film and the characters in general.
- Ask lots of 'feeling' questions: *How would you feel if you were discriminated against? How do you think Popoy feels? Why do you think Popoy has fixed the well?*
- Apply these values to the immediate environment. *How would you react in this situation? Has something like this ever happened to people you know? What can people do to stop things getting out of control?*
- Introduce a follow-on puppet play activity.

### Follow-on Activities: Sock Puppet Plays



Puppet performances are used all over the world both to consolidate learning activities and to help pass on that learning to others. They offer a fun and creative way of getting a group to explore what they have learned in greater depth and apply that learning to a localized set of circumstances.

We have provided a simple guide to making sock puppets from pages 85 to 87 of this Handbook.

Just as our Cebu workshop delegates added eyes and hair and funny features to their hand puppets, children can do the same with buttons or scrap bits and pieces. They can even sew lengths of string on for arms and attach them to sticks to operate them.

Towards the end of a lesson plan session, you might decide to encourage children to write short scripts involving characters based on the area where they live. A disaster happens – how do these characters respond? Were they prepared for it? How do they feel as a result of what happened? Get them to incorporate the key learning points covered in your session. They could choose to have one character who, like Dodong, does everything wrong, on another, like the Little Girl, who is much more knowledgeable, or they could come up with new ideas of their own.

With the *Two Gardens* film, there are many opportunities to create and explore new scenarios in which communities experience tensions and about how that is resolved.

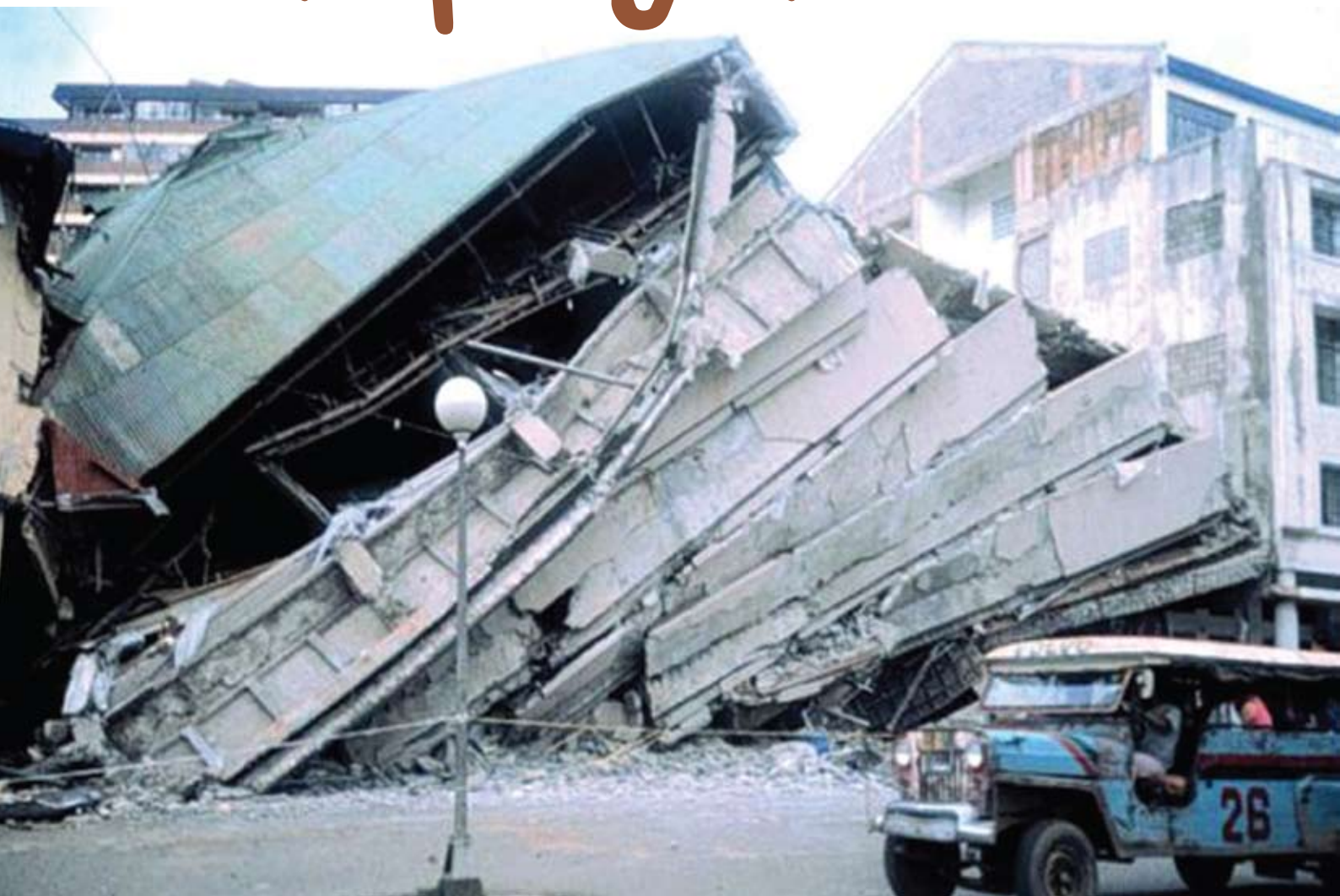
You could start the scriptwriting during your session by getting the whole group to come up with ideas for a story outline which you mark down on the board, and then organize with the class teacher to follow through. They could work together or in smaller groups to come up with their own short dramas.

Children may organize a puppet show in their classes, or they could spend their vacant time developing sock puppets and show these to their teachers and classmates, thus helping pass on what they have learned. They could even invite parents to watch their puppet show.

Perhaps you have arranged to return to the school or community center to do sessions with other groups – maybe you could watch this finished puppet performance when you are there.

Another approach is to group your participants and ask them to prepare a script within 15-20 minutes. Each group shall be asked to perform their script and you will be amazed how people can come up with scripts and perform within a very limited time.

# Earthquake



## EARTHQUAKE: THE FILM'S KEY MESSAGES

- Do not put heavy boxes or other items on high shelves in an earthquake zone.
- Prepare an emergency bag if you live in an earthquake zone, and put only the things that you need. You may include: flashlight, extra batteries, dried food, a kilo of rice, bottled mineral water, first aid kit, candles, matches, and blanket.
- When an earthquake hits, duck, cover, and hold on. A table might be a good place to hide under.
- Stay away from large loose items like shelves or other tall furniture.
- As soon as it is safe, go outside and stay out in the open.
- Keep away from all buildings.
- Watch out for electric wires and cables.
- Stay away from big trees as they could fall over.
- Turn off electricity at the main switch.
- Plan an emergency meeting place.
- Be prepared for aftershocks and never go back into buildings until the All Clear Signal has been given.
- When walking around, be on the lookout for sharp debris and downed electric wires, especially at night time.

## EARTHQUAKE: ADDITIONAL MESSAGES

The following messages were added by delegates in the Cebu workshop Feb. 09, Philippines:

- Disasters can happen at any time and anywhere. This is indicated in the film, but it is a point to emphasize.
- Keep communication lines open after an earthquake disaster.
- Know where the exits are in buildings you use frequently, so you can quickly leave after an earthquake.
- Do not jump from high buildings if the normal route out is blocked. You should stand at a window and attract attention. Waving a flag you can make is advised.
- Know your drill.
- Report missing people.
- Use staircases – NOT elevators.
- Listen to news advisories.

## EARTHQUAKE: LESSON PLAN

Activity	Notes	Materials	Time
1. Warm-Up Questions	Asking simple open-ended questions to get children thinking about what earthquakes are.		5 mins.
2. Warm-Up Exercise	Drawing an earthquake scene on the board.	Black / whiteboard / large sheet of paper and pins, pens	5 mins.
3. Baseline Monitoring Quiz	Four questions with a right and wrong answer each. Answers are not corrected.	Earthquake Monitoring Quiz Form.	5 mins.
4. Film Viewing	Children watch the film in the selected language.	DVD copy, DVD player, screen / projector	10 mins.
5. Follow-Up Discussion	Open-ended questions to generate discussion.		10 - 15 mins.
6. Monitoring Quiz Part II (with Corrections and Final Discussion)	Same four questions as Baseline Monitoring Quiz. Go to Section 6 below for different activity format.	Earthquake Monitoring Quiz Form, same sheet as for Part 1. Puppet	10 mins.
7. Checking Understanding	Go through each of the questions and get class to explain WHY they answered A or B.	There are notes which explain the answers in the section following the Monitoring Quiz Forms, page 79.	5 mins.
8. Consolidation Activity	Select from a range of suggestions on page 71.	Large sheets of paper, pens, prepared materials	15 mins.
9. Follow-Up Activity Suggestions	A sock puppet play. Discuss story ideas, how to do it, whom to show it to, and how to make puppets.	Sock, pins, eyeballs, string for arms, rod, etc.	15 mins.

### EARTHQUAKE LESSON PART I: WARM-UP QUESTIONS

- Warm-up questions are asked **before children see the film**.
- They must be **open-ended** (not yes / no questions) and encourage children to talk as much as possible about **their knowledge, understanding, and experiences**.
- **At this stage, there are no right and wrong answers.** The facilitator does not correct anyone, but can indicate that the audience will find out when they see the film, etc.
- The purpose of these questions is to get children **to focus on what they know** about earthquakes, but **do not go into detail regarding any safety or preparedness at this stage**.
- **Keep questions very simple**, encouraging children simply to describe earthquakes, the damage they can do, where they are likely to strike, etc.

Examples:

1. What is an earthquake?
2. Are all earthquakes the same?
3. What damage can earthquakes do?
4. Does anyone know anyone who has been in an earthquake?  
What happened? What was it like?

## EARTHQUAKE LESSON PART 2: DRAWING ACTIVITY

Two children go to the board and draw a scene showing an earthquake. Facilitator asks the remaining children in the class to help them: “What should they draw?” “What else?” “What can they add to the drawing?” Examples: cracks appearing in pavements / roads, buildings with cracks appearing, shaking signs, people looking frightened, etc. This is a quick exercise – tell your volunteers it is against the clock and they have to be fast – and doesn’t have to be done with any great attention to detail, but it provides a good visual reference for the duration of the session.

## EARTHQUAKE LESSON PART 3: BASELINE MONITORING QUIZ

To be used with the Earthquake Monitoring Quiz Form, where facilitators mark down the number of **correct** answers for each question. (*Correct answers in italics.*)

- Ask children to put their heads down and close their eyes.
- Facilitator first reads a question and both answers – children do not respond yet.
- Facilitator explains that they must now choose the right answer and reads the question again. Hands up who think it is A (read answer). Hands up who think it is B (read answer).
- Facilitator counts hands raised for the correct answer and writes number in the corresponding box on the Earthquake Quiz Report Sheet.

**You’re in your house when an earthquake strikes. What do you do?**

- A. Run outside and shout for help as loud as you can.
- B. *Stay inside and hide under a table or a bed.*

**What should you do when the earthquake stops?**

- A. *Run out the house and stay out in the open.*
- B. Run outside and hide under something big and solid like a tree.

**What is the most important part of your body you should try to protect?**

- A. Your legs, so you can run to safety as soon as the earthquake stops.
- B. *Your head.*

**After an earthquake, where should you plan to meet up with your family?**

- A. *In the middle of a field.*
- B. Right beside your local hospital.

The purpose of this exercise is to establish baseline knowledge of the group before they see the film. They will be asked the same questions after the discussion which follows the film (where you may like to use a different approach, as suggested in Earthquake Lesson Part 6). This second activity will provide a guide as to how much has been learned and possible areas the facilitator will still need to address. Notes on each of the correct answers are in Earthquake Lesson Part 6.

## EARTHQUAKE LESSON PART 4: WATCHING THE FILM

Facilitator quickly introduces the film and tells the group they will be able to find out if they were right or wrong during the quiz, and plays it in the selected language format.

## EARTHQUAKE LESSON PART 5: FOLLOW-UP DISCUSSION

- The following questions will provide you with many ideas on how to conduct this discussion session **after you show the film**. If children do not give the correct replies indicated, give them additional hints until they get it right. **Do not just give them the right answers.**
- **Encourage children to correct each other.** Puppet: “Is that right? Are you sure?” etc. **But keep things lively** and moving quickly.
- **Broaden the range of questions** as much as you see fit.
- **Avoid the use of yes / no questions.**
- Try to **get all the children talking** and involved.
- **Use the puppet** to act out some of what happened in the film so that the children are constantly focused.

## 1. Heavy Items

Where does Dodong put his boxes before the earthquake?

*On the high shelves.*

What happens to them during the earthquake?

*They fall off and hit him on the head. Then the shelves fall over.*

Where should he have put them?

*On lower shelves because the area is prone to earthquakes.*

Where should you keep heavy items in your house?

*Near or on the ground, so they will not cause injury by falling off high shelves.*

## 2. Emergency Bags

Why is the Little Girl shopping today?

*She is buying things for her emergency bag in case there is an earthquake.*

What does Dodong say about earthquakes happening in the area?

*He says it is a quiet place and earthquakes do not happen there.*

Do people say that about where you live? Are they right?

*Discuss.*

What does the Little Girl buy for her emergency bag?

*A flashlight, batteries, rice, first aid kit, candles, matches, mineral water, blanket.*

Where would you buy these things?

*Children discuss local shops, etc.*

Where is the best place to keep an emergency bag in your house?

*Near the door, so you can grab it and run.*

## 3. Duck, Cover, Hold On

What is the first thing the Little Girl does when the earthquake strikes?

*She hides under a table.*

Why is this a good idea?

*Because it will protect her from falling objects and debris.*

What else does she do?

*She holds onto the table leg.*

Who can remember the words the Narrator uses when he tells her she is doing the right things?

*Duck, cover, and hold on.*

What does he mean by 'cover'?

*Cover your head.*

Where is a good place to “duck, cover, and hold on” in your house? Your classroom?  
*Children respond accordingly. They can correct one another’s answers.*

#### **4. Going Outside**

When is it safe to leave your house and go outside?

*As soon as the earthquake stops.*

Should you rush outside, or stay inside to check the damage?

*You need to get outside as fast as you can.*

Why do you have to go outside quickly?

*Because after an earthquake, buildings may not be safe.*

Once you are outside, where should you go?

*Somewhere that is out in the open, far away from buildings and trees.*

What about buildings that look safe?

*No. They may still have been damaged and could fall over.*

*Stay out in the open.*

#### **5. Electric Cables**

Earthquakes cause a lot of damage and many things become very dangerous.

What nearly happens to the Squirrel?

*He nearly gets hit by a loose electric cable.*

What would happen to him if he were hit?

*He might be electrocuted.*

He does something very clever though. Who can tell me what it is?

*He turns off the electricity at the main box.*

Do you know where to find the main switch in your area?

*Children discuss.*

Do you think you should do it yourself or tell an adult to do it?

*Children discuss.*

#### **Meeting Places**

Where do the Squirrel and the Little Girl meet?

*Their emergency meeting place – in the middle of a field.*

Why do you think they chose the middle of a field?

*Because it is out in the open and safe.*

Where is the safest place to meet near your house? Near your school?

*Children discuss in detail.*

Do your parents know where it is? Do your neighbors and friends know?

*Children discuss. If not, they should discuss it with them.*

What are the Squirrel and Little Girl carrying?

*Their emergency backpacks.*

## 6. Aftershocks

Why are buildings more dangerous after an earthquake, even if they look safe?

*Because their walls can be damaged, even if you can not see the damage.*

*They could collapse.*

What is an aftershock?

*Tremors that happen after an earthquake.*

Dodong should not have gone back inside the shop so soon. What happened when he went back?

*There was an aftershock.*

How long should he have waited?

*He should wait until he hears the official all-clear signal.*

How long can this take?

*It can take a long time, but you must stay away from ALL buildings until it is safe*

Where did the villagers spend the night?

*They spent the night in the open field to keep safe.*

Where did they find fresh water and blankets?

*They used their emergency kits which contained bottles of fresh water, etc.*

## EARTHQUAKE LESSON PART 6: QUIZ PART II

As before (in Part 3 of Lesson Plan), this is to be used with the Earthquake Monitoring Quiz Report Form, where facilitators mark down the number of **correct** answers for each question. (*Correct answers in italics.*)

Local NGO partners in the February 09 Workshop in Cebu, Philippines, came up with this variation as a fun means of testing knowledge:

- Facilitator asks for two volunteers. One is Mr. / Miss A and holds up an A4 size piece of paper marked 'A', and one Mr. / Miss B.

- The rest of the class is read the first question, but this time, instead of putting their hands up, they get up from their seats and form a queue behind the letter they think is correct.
- Facilitators count those in the correct queue (or gets them to count themselves by each shouting out his number in the line).
- Facilitator marks number in the correct queue in corresponding box on the Earthquake Quiz Report Sheet.

## EARTHQUAKE LESSON PART 7: CHECKING UNDERSTANDING

Use the notes below to check that students fully understand the answers they have given. Ask why they have answered as they have. What would happen if they followed the advice of the *wrong answer*? Ask *What do you do? What do you do next? Why? etc.* This quick exercise will consolidate understanding even if most have answered correctly.

Note that these explanations are given only **after** children have seen the film and taken part in the group discussion.

### **1. You are in your house when an earthquake strikes. What do you do?**

- Run outside and shout for help as loud as you can.*
- Stay inside and hide under a table or a bed.

**Explanation:** *Stay inside DURING the earthquake. The drill is: DUCK (get down), COVER yourself with something that will protect you from falling objects and debris, and HOLD ON to something sturdy. As soon as the earthquake has occurred, RUN OUTSIDE. This is because the earthquake may have made your building unstable, and it could collapse and harm you.*

### **2. What should you do when the earthquake stops?**

- Run out the house and stay out in the open.*
- Run outside and hide under something big and solid like a tree.

**Explanation:** *After an earthquake, buildings and large trees may be unstable and collapse or fall over. Even if they look safe, they may still be dangerous, so KEEP AWAY from them until you are told by officials that they are safe.*

**3. What is the most important part of your body you should try to protect?**

- a. Your legs, so you can run to safety as soon as the earthquake stops.
- b. Your head.

**Explanation:** *You should try to protect as much of yourself as possible by taking cover or sheltering under a large solid object like a table or a bed. The most important thing is to make sure you cover your head with something strong as fast as you can because your head might be injured by falling objects or debris which may cause injury and make you unconscious. Remember what the Narrator said? DUCK, COVER, and HOLD ON.*

**4. After an earthquake, where should you plan to meet up with your family?**

- a. In the middle of a field.
- b. Right beside your local hospital.

**Explanation:** *After an earthquake, you must stay away from ALL buildings until you are told it is safe, so the best meeting place is somewhere that is away from all buildings and trees. You should find out after an earthquake when it is safe to go to your hospital.*

**EARTHQUAKE LESSON PART 8:  
CONSOLIDATION ACTIVITY**

Facilitators can select from one or more of the activities in the section from pages 71 to 77. The purpose of each is to consolidate what the group has learned and to make their learning relevant to their particular environment and setting.

Encourage the group either to create individual drawings which they can take home (such as the Emergency Kit activity) and help them communicate messages to their family, or to work in groups to make posters (key messages / evacuation routes) that can be put on the classroom walls to serve as reminders.

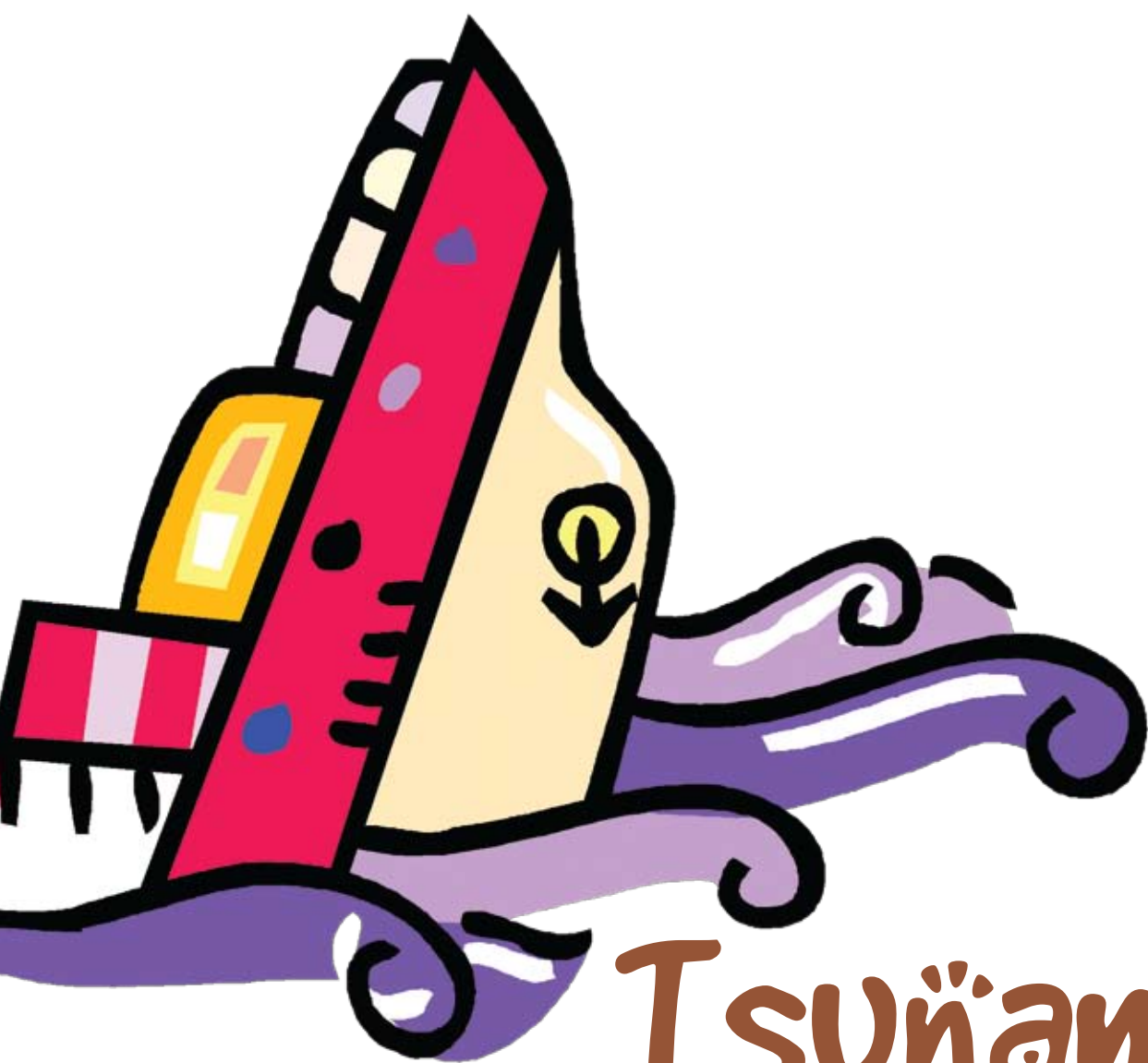
Earthquake drills, evacuation routes, and emergency bags are areas you may wish to cover.

If you are using more than one film and subject area in the session, you may choose to select one activity for one film and a different one for another.

Many of these ideas were contributed by the local partner NGO delegates during the No Strings February 09 Cebu workshop in the Philippines.

## EARTHQUAKE LESSON PART 9: PUPPET FOLLOW-ON ACTIVITY

Useful follow-on activities include getting your group to come up with one or a series of their own scripts, which they can act out using puppets. For more on this, please see **page 12: Follow-On Activities: Sock Puppet Plays.**



Tsuñami

## TSUNAMI: THE FILM'S KEY MESSAGES

- Big trees along the shore are a good form of protection from dangerous seas.  
**Do not cut down trees.**
- During an earthquake, always **duck, cover, and hold on.**
- **Stay away from buildings.**
- **If you feel an earthquake near the sea, there could be a tsunami.** Do not wait to find out. Move quickly to higher ground.
- **Water retreating from the shore is also a warning sign** that there could be a tsunami.
- If you see this happening, **quickly sound an alarm** and alert everyone to what is happening.
- **Get away from the shore as fast as possible and head to higher ground.**
- **Do not stop to take anything with you.** Tsunamis come very fast.
- Once you have reached a safe place, stay where you are and do not be tempted to go back to the village to help people. **Tsunamis are not one wave but a series of waves**, and later ones can be worse than the first.
- **Do not return until you hear the All Clear signal.** This will be broadcast on local radio.
- **Do not build houses or schools too close to the sea.**
- Have an **escape route** planned.
- Have an **emergency bag** prepared.
- People will need to **help one another** a lot in the aftermath of a tsunami.

## TSUNAMI: ADDITIONAL MESSAGES

**The following messages were added by delegates at the Cebu workshop Feb. 09, Philippines:**

- Be aware that drinking water may be contaminated after a volcanic eruption. Drinking water should be boiled.
- Do not return until you have official permission.
- Be aware of risk zones in your locality.
- Be aware of different alert levels and danger zones.
- Keep informed and updated.
- Attend community meetings and drills.
- Remember that unusual animal behavior like restlessness of dogs, migration of birds, coming out of ground lizards (bayawak) and snakes from their hiding

places, etc.; may be a warning sign.

- Alert emergency services.

Think about the geography of the particular area where your group is located, whether there is high ground within running distance from the shore, how much time they are likely to have between experiencing warning signs and a tsunami, hitting, and, given this set of factors, how you will generally advise your group to be as safe as possible in the event of a tsunami.

## TSUNAMI: LESSON PLAN

Activity	Notes	Materials	Time
1. Warm-Up Questions	Asking simple open-ended questions to get children thinking about what tsunamis are.		5 mins.
2. Warm-Up Exercise	Drawing a tsunami scene on the board	Black / whiteboard / large sheet of paper and pins, pens	5 mins.
3. Baseline Monitoring Quiz	Four questions with a right and wrong answer each. Answers are not corrected.	Tsunami Monitoring Quiz Form	5 mins.
4. Film Viewing	Children watch the film in the selected language	DVD copy, DVD player, screen / projector	10 mins.
5. Follow-Up Discussion	Open-ended questions to generate discussion.		15 mins.
6. Monitoring Quiz Part II (with Corrections and Final Discussion)	Same four questions as Baseline Monitoring Quiz. Go to Section 6 below for different activity format.	Tsunami Monitoring Quiz Form, same sheet as for Part 1	10 mins.
7. Checking Understanding	Go through each of the questions and get class to explain WHY they answered A or B.	There are notes which explain the answers in the section following the Monitoring Quiz Forms, page 80.	5 mins.
8. Consolidation Activity	Select from a range of suggestions on page 71.	Large sheets of paper, pens, prepared materials	15 mins.
9. Follow-Up Activity Suggestions	A sock puppet play. Discuss story ideas, how to do it, whom to show it to, and how to make the puppets	Sock, pins, eyeballs, string for arms, rod, etc. Story ideas	15 mins.

## TSUNAMI LESSON PART I: WARM-UP QUESTIONS

- Warm-up questions are asked **before children see the film**.
- They must be **open-ended** (not yes / no questions) and encourage children

to talk as much as possible about their **knowledge, understanding, and experiences.**

- **At this stage, there are no right and wrong answers.** The facilitator does not correct anyone, but can indicate that the audience will find out when they see the film, etc.
- The purpose of these questions is to get children to **focus on what they know** about tsunamis, but **do not go into detail regarding safety or preparedness at this stage.**
- **Keep questions very simple,** encouraging children simply to describe tsunamis, the damage they can do, where they are likely to strike, etc.

### Examples:

1. What is a tsunami?
2. How dangerous is it?
3. Do you know anyone who's experienced a tsunami? What happened?
4. Have you seen a tsunami on TV? How did it look like?

## TSUNAMI LESSON PART 2: WARM-UP DRAWING ACTIVITY

Two children go to the board and draw a scene showing a tsunami. Facilitator asks the remaining children in the class to help them: "What should they draw?" "What else?" "What can they add to the drawing?" Examples: a deep sea earthquake, sea withdrawing from shore with fish etc. appearing, people fleeing from beach, huge wave coming, people looking frightened, etc. This is a quick exercise – tell your volunteers it is against the clock and they have to be fast – and does not have to be done with any great attention to detail, but it provides a good visual reference for the duration of the session.

## TSUNAMI LESSON PART 3: BASELINE MONITORING QUIZ

To be used with the Tsunami Monitoring Quiz Form, where facilitators mark down the number of **correct** answers for each question. (*Correct answers in italics.*)

- Ask children to put their heads down and close their eyes.
- Facilitator first reads a question and choices – children do not respond yet.

- Facilitator explains that they must now choose the right answer and reads the question again. Hands up who think it is A (read answer). Hands up who think it is B (read answer).
- Facilitator counts hands raised for the **correct** answer and writes number in the corresponding box on the Tsunami Monitoring Quiz Form.

**What causes a tsunami?**

- A. Powerful winds coming in off the sea.
- B. *A deep sea earthquake or submarine landslide.*

**What is a tsunami?**

- A. A series of waves, the **first** of which is always the biggest.
- B. *A series of waves, where **later waves** might be bigger than the first.*

**Which of these is a warning sign?**

- A. *The sea going **out** much farther than usual from the shoreline.*
- B. The sea coming **in** much closer than usual to the shoreline.

**What should you do if you see one of the warning signs?**

- A. Search for useful equipment and run to high ground.
- B. *Run to high ground and do not stop to find things.*

The purpose of this exercise is to establish baseline knowledge of the group before they see the film. They will be asked the same questions after the discussion which follows the film (where you may like to use a different approach, as suggested in Tsunami Lesson Part 6). This second activity will provide a guide as to how much has been learned and possible areas the facilitator will still need to address. Notes on each of the correct answers follow in Tsunami Lesson Part 6.

**TSUNAMI LESSON PART 4:  
WATCHING THE FILM**

Facilitator quickly introduces the film and tells the group they will be able to find out if they were right or wrong during the quiz and plays it in the selected language format.

## TSUNAMI LESSON PART 5: FOLLOW-UP DISCUSSION

- The following questions will provide you with many ideas about how to conduct this discussion session **after you show the film**. If children do not give the correct replies indicated, give them additional hints until they get it right. **Do not just give them the right answers.**
- **Encourage children to correct each other.** Puppet: “Is that right? Are you sure?” etc. **But keep things lively** and moving quickly.
- **Broaden the range of questions** as much as you see fit.
- **Avoid the use of yes / no questions.**
- Try to **get all the children talking** and involved.
- **Use the puppet** to act out some of what happened in the film so that the children are constantly focused.

### 1. Protecting Shoreline Trees

Why is the squirrel angry?

*He is angry because Dodong has cut down the tree that he lived in.*

Why is it wrong for Dodong to cut down the trees?

*Trees on the shoreline protect the land if the sea becomes rough.*

Was Dodong’s house too close to the sea? Why?

*Yes. It is not a good idea to build too close to the sea in case of tsunamis.*

### 2. Warning Signs

What is the first warning sign that there is a tsunami?

*An earthquake. An earthquake out at sea is one of the causes of tsunamis.*

What is the other big warning sign?

*The sea pulling out away from the shore, much farther than usual.*

Describe what happens.

*You can see fish flapping on the sand and rocks, and the seabed exposed where you would not normally see it.*

Can you see the big wave coming at this point?

*Not yet. You see these signs beforehand.*

### 3. Sounding the Alarm

What does the Little Girl do when she sees these warning signs?

*She bangs on her bucket, then the village alarm, to warn everyone else.*

Do you have an alarm that you can use if you see similar warning signs?

*Children discuss.*

Can children sound the alarm or should it always be an adult?

*Children can sound it too.*

What should you do if you can't find a good alarm to bang?

*Shout – and run to high ground.*

#### **4. Running to Higher Ground**

What did you think when you saw Dodong filling his bucket with fish?

*That he would get caught by the wave and maybe get hurt or killed.*

How much time do you have to get to safety after you see these signs?

*Not much. You have to RUN.*

Where should you run to?

*Away from the sea and to high ground.*

Do you know where the highest ground near your home and school is?

*Children discuss.*

The Narrator says we should all have an escape route planned. What does he mean?

*Children discuss the importance of planning a route with their families so that they can get to high ground as fast as possible and know the quickest way there.*

Do you know the quickest way to the high ground from your house?

*Discuss.*

Is it a good idea to take things with you?

*Only your emergency kit if it is nearby.*

What sort of things should you keep in an emergency kit?

*Flashlight, bottled mineral water, blankets, first aid kit, dry food, candles and matches, spare batteries.*

What does the little boy want to take with him?

*His ball.*

Would you try to bring your toys with you?

*No. Run as fast as you can.*

If you spend time looking for your favorite things, what might happen?

*You might not get to safety in time. You might get killed or injured by the wave.*

#### **5. More Than One Wave**

After the big wave comes, are the villagers safe to go back to the village?

*No – tsunamis are usually more than one wave so they should stay on higher ground even after the wave disappears.*

How can you tell when it is safe to go back to your village?

*You have to wait until you get the official All Clear. A good thing to do is listen to a radio.*

This is something very important to remember. With tsunamis, is the first wave always the biggest, or can second, third or fourth waves be even bigger?

*Later waves can be bigger than the first, and they often are.*

Will there be tsunamis even if there is just one big wave?

*No. Tsunamis are always more than one wave.*

## TSUNAMI LESSON PART 6: QUIZ PART II

As before (in Part 3 of Lesson Plan), this is to be used with the Tsunami Monitoring Quiz Form, where facilitators mark down the number of **correct** answers for each question. (*Correct answers in italics.*)

Local NGO partners in the February 09 Workshop in Cebu, Philippines, came up with this variation as a fun means of testing knowledge:

- Facilitator asks for two volunteers. One is Mr. / Miss A and holds up an A4 size piece of paper marked 'A', and one Mr. / Miss B.
- The rest of the class will read the first question, but this time, instead of putting their hands up, they get up from their seats and form a queue behind the letter they think is correct.
- Facilitators count those in the correct queue (or gets them to count themselves by each shouting out his number in the line).
- Facilitator marks number in the correct queue in the corresponding box on the Tsunami Monitoring Quiz Form.

## TSUNAMI LESSON PART 7: CHECKING UNDERSTANDING

Use the notes below to check that students fully understand the answers they have given. Ask why they have answered as they have. What would happen if they followed the advice of the *wrong* answer? Ask *What do you do? What do you do next? Why? etc.* This quick exercise will consolidate understanding even if most have answered correctly.

Note that these explanations are given only **after** the children have seen the film and taken part in the group discussion.

### **1. What causes a tsunami?**

- a. Powerful winds coming in off the sea.
- b. A deep sea earthquake or a submarine landslide.

*Explanation:* Winds do not cause tsunamis, nor do heavy rains or any type of weather pattern. Their main cause is a deep sea earthquake.

### **2. What is a tsunami?**

- a. A series of waves, the first of which is always the biggest.
- b. A series of waves, where later ones might be bigger than the first.

*Explanation:* Tsunamis are giant sea waves generated by earthquakes and volcanic eruptions under the seabed. It is extremely important to keep as far away from the shore and on higher ground until you hear the official All Clear announcement. Later waves may take a while to appear, but there will be later waves, and they may well be even bigger than the first one.

### **3. Which of these is a warning sign?**

- a. The sea going out much farther than usual from the shore.
- b. The sea coming in much farther than usual from the shore.

*Explanation:* If the sea goes out much farther than normal, the beach will look much bigger than it usually does when the tide is out, and the sea will be much farther away. This is a warning sign and you must get away from the shore as fast as possible, and head for the nearest area of high ground.

### **4. What should you do if you see one of the warning signs?**

- a. Search for useful equipment and run to high ground.
- b. Run to high ground and do not stop to find things.

*Explanation:* Do not waste time looking for things to take with you. Tsunamis can come very fast. Keep your emergency bag near the door of your home where you can grab it quickly in an emergency. Save yourself, not your belongings.

## TSUNAMI LESSON PART 8: CONSOLIDATION ACTIVITY

Facilitators can select from one or more of the activities in the section from pages 71 to 77. The purpose of each is to consolidate what the group has learned, and to make their learning relevant to their particular environment and setting.

Encourage the group either to create individual drawings which they can take home (such as the Emergency Kit activity) and help them communicate messages to their family, or to work in groups to make posters (key messages / evacuation routes) that can be put on the classroom walls to serve as reminders.

Tsunami drills, evacuation routes, and emergency bags are areas you may wish to cover.

If you are using more than one film and subject area in the session, you may choose to select one activity for one film and a different one for another.

Many of these ideas were contributed by the local partner NGO delegates during the No Strings February 09 Cebu workshop in the Philippines.

## TSUNAMI LESSON PART 9: PUPPET FOLLOW-ON ACTIVITY

Useful follow-on activities include getting your group to come up with one or a series of their own scripts, which they can act out using puppets. For more on this, please see **page 12: Follow-On Activities: Sock Puppet Plays**



# Flood and Landslide



## FLOOD AND LANDSLIDE: KEY MESSAGES

- Unregulated cutting of trees can cause flooding in some regions. These activities change the hydrological regime of some areas so that water flows into streams more rapidly. As a result of this, high levels in water courses occur sooner and more suddenly, and this cause flood.
- **Littering will block drains** and makes flooding worse.
- Learn to recognize your local **flood early warning and alarm system**.
- In the event of a flood, **head for higher ground** as quickly as possible, where you have arranged to meet other people.
- Have an **emergency bag** prepared.
- **Take with you only what you need**.
- **Replanting bare hillsides will help protect you** from landslides.
- **Clean up litter** from drains.
- Contact your **district office for help**.
- **Do not drink from your usual water supplies** as they could be contaminated after a flood.
- **Boil your water first**.

## FLOOD AND LANDSLIDE: ADDITIONAL MESSAGES

The following messages were added by delegates in the Cebu workshop Feb. 09, Philippines:

- Electricity cables / downed or broken electricity cables can kill in flooded areas. Avoid electricity wires and cables during floods.
- Dealing with garbage – remember the three ‘R’s: *Reduce, Re-use, Recycle*, plus two more: *Restore, Rethink*.
- Landslides – look for weakening / slipping / fissures appearing on hillsides. These may be warning signs, especially during times of heavy rainfall.
- Trees or fences that are all leaning downhill may be another warning sign and indicate that some slipping has already taken place on a slope.
- Generally, tree roots will help anchor soil and rocks on hillsides. Trees with shallow root systems can not hold the soil. Trees can also be an overburden and can add weight to the slope and cause landslide.

## FLOOD AND LANDSLIDE: LESSON PLAN

Activity	Notes	Materials	Time
1. Warm-Up Questions	Asking simple open-ended questions to get children thinking about what floods and landslides are		5 mins.
2. Warm-Up Exercise	Drawing a flood scene on the board.	Black / whiteboard / large sheet of paper and pins, pens	5 mins.
3. Baseline Monitoring Quiz	Four questions with a right and wrong answer each. Answers are not corrected.	Flood Landslide Monitoring Quiz Form	5 mins.
4. Film Viewing	Children watch the film in the selected language.	DVD copy, DVD player, screen / projector	10 mins.
5. Follow-Up Discussion	Open-ended questions to generate discussion		15 mins.
6. Monitoring Quiz Part II (with Corrections and Final Discussion)	Same four questions as Baseline Monitoring Quiz. See below for different activity format.	Flood / Landslide Monitoring Quiz Form, same sheet as for Part 1	10 mins.
7. Checking Understanding	Go through each of the questions and get class to explain WHY they answered A or B.	There are notes which explain the answers in the section following the Monitoring Quiz Forms, page 81.	5 mins.
8. Consolidation Activity	Selected from a range of suggestions on page 71.	Large sheets of paper, pens, prepared materials.	15 mins.
9. Follow-Up Activity Suggestions	A sock puppet play. Discuss story ideas, how to do it, whom to show it to, and how to make the puppets.	Sock, pins, eyeballs, string for arms, rod, etc. Story ideas.	15 mins.

### FLOOD AND LANDSLIDE LESSON PART I: WARM-UP QUESTIONS

- Warm-up questions are asked **before children see the film**.
- They must be **open-ended** (not yes / no questions) and encourage children to talk as much as possible about **their knowledge, understanding, and experiences**.
- **At this stage, there are no right and wrong answers.** The facilitator does not correct anyone, but can indicate that the audience will find out when they see the film, etc.
- The purpose of these questions is to get children to **focus on what they know** about flood/landslide, but **do not go into detail regarding safety or preparedness at this stage**.

- **Keep questions very simple**, encouraging children simply to describe flood/ landslide, the damage they can do, where they are likely to strike, etc.

**Examples:**

1. What is a flood?
2. What is a landslide?
3. Have you ever had floods in your village / town /city? What happened?
4. How long did it last, was it dangerous, etc?

## FLOOD AND LANDSLIDE LESSON PART 2: WARM-UP DRAWING ACTIVITY

Two children go to the board and draw a scene showing a flood. Facilitator asks the remaining children in the class to help them: “What should they draw?” “What else?” “What can they add to the drawing?” Examples: water level very high against houses and cars, people sitting on rooftops, people standing / swimming in deep water, etc. This is a quick exercise – tell your volunteers it is against the clock and they have to be fast – and does not have to be done with any great attention to detail, but it provides a good visual reference for the duration of the session.

## FLOOD AND LANDSLIDE LESSON PART 3: BASELINE MONITORING QUIZ

To be used with the Flood / Landslide Monitoring Quiz Form, where facilitators mark down the number of **correct** answers for each question. (*Correct answers in italics.*)

- Ask children to put their heads down and close their eyes.
- Facilitator first reads a question and both answers – children do not respond yet.
- Facilitator explains that they must now choose the right answer and reads the question again. Hands up who think it is A (read answer). Hands up who think it is B (read answer).
- Facilitator counts hands raised for the **correct** answer and writes number in the corresponding box on the Flood / Landslide Monitoring Quiz Form.

**After a flood, water might be contaminated. What should you do then?**

- a. *Use water from your tap or well, but boil it first.*
- b. Wait until there is official permission to drink any water.

**Cutting down trees on hillsides will:**

- a. protect the surrounding villages from landslides.
- b. *make the hillside more vulnerable to landslides.*

**The floodwaters are quickly rising. Should you:**

- a. *leave your house and find safety on higher ground.*
- b. leave your house and find safety in a larger house nearby.

**What can you do to help floodwater clear away?**

- a. *Clean up litter from outside drains and keep them clean.*
- b. Arrange all household rubbish carefully in big piles on the street.

The purpose of this exercise is to establish baseline knowledge of the group before they see the film. They will be asked the same questions after the discussion which follows the film (where you may like to use a different approach, as suggested in Flood / Landslide Lesson Part 6). This second activity will provide a guide as to how much has been learned, and possible areas the facilitator will still need to address. Notes on each of the correct answers follow in Flood / Landslide Lesson Part 6.

## **FLOOD AND LANDSLIDE LESSON PART 4: WATCHING THE FILM**

Facilitator quickly introduces the film and tells the group they will be able to find out if they were right or wrong during the quiz and plays it in selected language format.

## **FLOOD AND LANDSLIDE LESSON PART 5: FOLLOW-UP DISCUSSION**

- The following questions will provide you with many ideas about how to conduct this discussion session **after you show the film**. If children do not give the correct replies indicated, give them additional hints until they get it right. **Do not just give them the right answers.**
- **Encourage children to correct each other.** Puppet: "Is that right? Are you sure?" etc. But **keep things lively** and moving quickly.
- **Broaden the range of questions** as much as you see fit.

- **Avoid the use of yes / no questions.**
- Try to **get all the children talking** and involved.
- **Use the puppet** to act out some of what happened in the film so that the children are constantly focused.

## 1. Trees Protect Hillsides

Dodong is in a very happy mood at the start of the film. Why?

*Because he is rich – he has sold his hillside of trees to illegal loggers.*

Why does he call his trees ‘worthless’?

*Because they do not make any money for him.*

Are they really worthless?

*No – they are very valuable indeed because they protect the hillside from landslide.*

What happens to Dodong’s fancy house after he cuts the trees down?

*The house and everything in it is destroyed and washed away by the landslide.*

The Little Girl has a good idea that will help protect the hillside. What is it?

*Replant it with more trees. Roots of trees prevent the soil from eroding.*

How do you think that will work?

*The roots lock the soil down and prevent it from eroding.*

Is that something you could do in your area?

*Discuss.*

So – are trees valuable, or are they ‘worthless’?

*They are very valuable. They can save lives.*

## 2. Landslides

Who can tell me what a landslide is?

*Fast movement of soil, mud or rocks, caused by heavy rains, denudation of mountainsides, grading for road or building construction, earthquake, and volcanic eruption.*

Are there steep hillsides near where you live?

*Children discuss.*

Do they have trees on them?

*Children discuss.*

Have there ever been landslides in this area?

*Children discuss.*

After a lot of heavy rain, what can you do to avoid being caught in a landslide?

*Children discuss.*

*Keep away from bare hillsides and steep gullies. If you need to go to higher ground because of flooding, choose hillsides that are protected by trees and undergrowth.*

### **3. Littering Blocks Drains**

Dodong is eating out. What does he say he likes about being rich?

*You do not have to cook and you do not have to wash up.*

What does he do with his rubbish?

*He throws it on the ground.*

What happens to it?

*It gets washed to a drain, where it joins other litter to block it.*

What should he have done with his rubbish?

*He should have put it in a bin, or taken it home with him.*

Do you think litter is a big problem in your area?

*Discuss.*

Why is it dangerous to have much litter lying around in a flood area?

*Because it blocks drains and stops the water from going underground. The water stays above ground and the flood level gets higher.*

What do you do with your litter? Where do you put your house rubbish?

*Discuss.*

Do you think that is good? Is there something else that could be done with it?

Who can help you organize that? Etc.

*More discussion.*

### **4. In Floods, Go to High Ground**

What is the Little Girl banging?

*The village warning alarm.*

Do you have something like that in your village / area?

*Discuss.*

Are children allowed to raise the alarm?

*Yes – anyone who sees danger.*

Where is the Little Girl when she bangs the alarm?

*She is on high ground on the side of a hill.*

Why has she gone there?

*It is the safe meeting place. High ground will keep you safe from floodwater.*

Where would you meet if there were floods near your home?

*Discuss.*

Have you talked about this with your family?

*Discuss.*

What will you tell them when you go home from school today?

*Discuss – arrange safe meeting place; organize better ways to dispose of household waste; protect trees and replant.*

### **5. Take Only What You Need**

What does Dodong bring with him when he leaves his house?

*His new TV and all the nice things he bought after selling the trees.*

What happens to Dodong?

*All his belongings slow him down, and he is swept away by the floodwater.*

What should you take with you if there is an emergency like a flood?

*Take only what you need.*

Some of the villagers have blankets and flashlights and first aid kits. How did they get them?

*They already had them packed in an emergency bag.*

What else would you put in an emergency bag?

*Bottled mineral water, wind-up radio, dry food, extra batteries, candles, matches.*

Where is the best place to keep it in your home? Why?

*Near the door so you can grab it quickly.*

### **6. Boil Water Before Drinking**

What happens to Dodong when he drinks from the village well?

*He has bad stomach ache – the rest you can imagine!*

How do you think the water has become contaminated?

*Because the flood bursts sewers and drains and the waters get mixed up.*

What does the Little Girl do to make the water safe to drink?

*She boils it in her kettle.*

Why do you think boiling the water makes it safe?

*Because it kills the germs and bacteria inside.*

## **FLOOD AND LANDSLIDE LESSON PART 6: QUIZ PART II**

As before (in Part 3 of Lesson Plan), this is to be used with the Flood / Landslide Monitoring Quiz Form, where facilitators mark down the number of **correct** answers for each question. (*Correct answers in italics.*)

Local NGO partners in the February 09 Workshop in Cebu, Philippines, came up with this variation as a fun means of testing knowledge:

- Facilitator asks for two volunteers. One is Mr. / Miss A and holds up an A4 size piece of paper marked 'A', and one Mr. / Miss B.
- The rest of the class is read the first question, but this time, instead of putting their hands up, they get up from their seats and form a queue behind the letter they think is correct.
- Facilitators count those in the correct queue (or gets them to count themselves by each shouting out his number in the line).
- Facilitator marks number in the correct queue in the corresponding box on the Flood / Landslide Monitoring Quiz Form.

## FLOOD AND LANDSLIDE LESSON PART 7: CHECKING UNDERSTANDING

Use the notes below to check that students fully understand the answers they have given. Ask why they have answered as they have. What would happen if they followed the advice of the *wrong* answer? Ask *What do you do? What do you do next? Why? etc.*

This quick exercise will consolidate understanding even if most have answered correctly.

Note that these explanations are only given **after** children have seen the film and taken part in the group discussion.

### **1. After a flood, water might be contaminated. What should you do then?**

- a. Use water from your tap or well, but boil it first.*
- b. Wait until there is official permission to drink any water.*

**Explanation:** *Do not drink water from taps or wells unless it is boiled first. After floods, usual sources of water may be contaminated with water from sewers and drains and can make you very unwell. It is safe to drink water if you boil it first. Boil for several minutes. Bottled water is also safe.*

## **2. Cutting down trees on hillsides will:**

- a. Protect the surrounding villages from mud or landslides.
- b. *Make the hillside more vulnerable to mud or landslides.*

**Explanation:** *Trees are extremely valuable on hillsides because their roots help keep the soil and rocks good and stable. Cutting trees down means that the soil is no longer protected, and heavy rains can make it become loose and vulnerable to landslides.*

## **3. The floodwaters are quickly rising. Should you:**

- a. *Leave your house and find safety on higher ground.*
- b. *Leave your house and find safety in a larger house nearby.*

**Explanation:** *Floodwaters can rise very quickly. The best thing to do is to get to higher ground so that you are above the water and to stay there until the waters drop and you are told it is safe to return.*

## **4. What can you do to help floodwater clear away?**

- a. *Clean up litter from outside drains and keep them clean.*
- b. *Arrange all household rubbish carefully in piles on the street.*

**Explanation:** *Litter can make floods much worse. If it is washed into drains, then the water will have nowhere to go to. Make sure your local drains are clear at all times. You should take care of where household rubbish is left if you live in a flood area. Is it a good idea to leave it in piles on the street?*

## **FLOOD AND LANDSLIDE LESSON PART 8: CONSOLIDATION ACTIVITY**

Facilitators can select from one or more of the activities in the section on page 71.

The purpose of each is to consolidate what the group has learned, and to make their learning relevant to their particular environment and setting.

Encourage the group either to create individual drawings which they can take home (such as the Emergency Kit activity) and help them communicate messages to their family, or to work in groups to make posters (key messages / evacuation routes) that can be put on the classroom walls to serve as reminders.

Flood evacuation routes and emergency bags are areas you may wish to cover.

If you are using more than one film and subject area in the session, you may choose to select one activity for one film and a different one for another.

Many of these ideas were contributed by the local partner NGO delegates during the No Strings February 09 Cebu workshop in the Philippines.

## FLOOD AND LANDSLIDE LESSON PART 9: PUPPET FOLLOW-ON ACTIVITY

Useful follow-on activities include getting your group to come up with one or a series of their own scripts, which they can act out using puppets. For more on this, please see **page 12: Follow-On Activities: Sock Puppet Plays.**

# Volcanyo



## VoLcAno: KEY MESSAGES

- Although a volcano may not have erupted in a very long time, **that does not mean it will not.**
- **Unusual smoke and rumbling noises are warning signs.**
- **Know what your village alarm is**, and do not be afraid to sound it if you are worried about the volcano.
- **Have an escape route planned.** This should be on **high land**, and **upwind** of the volcano, as the smoke and ash will go in the opposite direction.
- In the event of ash and smoke, **cover your mouth and nose.**
- **Take emergency supplies** with you like food and mineral water.
- **Stay in your safe place until the all-clear** is given
- Even when the volcano quietens completely, remember that **it will always be dangerous.**
- **Consider rebuilding your village or town farther away** from the volcano.

## VoLcAno: ADDITIONAL MESSAGES

**The following messages were added by delegates in the Cebu workshop Feb. 09, Philippines:**

- Be aware that drinking water may be contaminated after a volcanic eruption. Drinking water should be boiled.
- Do not return until you have official permission.
- Be aware of local risk zones.
- Be aware of different alert levels and danger zones.
- Keep informed and updated.
- Attend community meetings and drills.
- Remember that unusual animal behavior may be a warning sign.
- Alert emergency services.

## VOLCANO: LESSON PLAN

Activity	Notes	Materials	Time
1. Warm-Up Questions	Asking simple open-ended questions to get children thinking about what volcanoes are.		5 mins.
2. Warm-Up Exercise	Drawing a volcano scene on the board.	Black / whiteboard / large sheet of paper and pins, pens	5 mins.
3. Baseline Monitoring Quiz	Four questions with a right and wrong answer each. Answers are not corrected.	Volcano Monitoring Quiz Form	5 mins.
4. Film Viewing	Children watch the film in the selected language.	DVD copy, DVD player, screen / projector	10 mins.
5. Follow-Up Discussion	Open-ended questions to generate discussion		15 mins.
6. Monitoring Quiz Part II (with Corrections and Final Discussion)	Same four questions as Baseline Monitoring Quiz. See below for different activity format.	Volcano Monitoring Quiz Form, same sheet as for Part 1. Puppet	10 mins.
7. Checking Understanding	Go through each of the questions and get class to explain why they answered A or B.	There are notes which explain the answers in the section following the Monitoring Quiz Forms, page 82.	5 mins.
8. Consolidation Activity	Select from a range of suggestions on page 71	Large sheets of paper, pens, prepared materials	15 mins.
9. Follow-Up Activity Suggestions	A sock puppet play. Discuss story ideas, how to do it, whom to show it to, and how to make the puppets.	Sock, pins, eyeballs, string for arms, rod, etc. Story ideas	15 mins.

### VOLCANO LESSON PART I: WARM-UP QUESTIONS

- Warm-up questions are asked **before children see the film**.
- They must be **open-ended** (not yes / no questions) and encourage the children to talk as much as possible about their **knowledge, understanding, and experiences**.
- **At this stage, there are no right and wrong answers.** The facilitator does not correct anyone, but can indicate that the audience will find out when they see the film, etc.
- The purpose of these questions is to get children to **focus on what they know** about earthquakes, but **do not go into detail regarding safety or preparedness at this stage**.

- **Keep questions very simple**, encouraging children simply to describe earthquakes, the damage they can do, where they are likely to strike, etc.

**Examples:**

1. What is a volcano?
2. How many volcanoes are there in this area?
3. How dangerous are they? How can volcanoes hurt people?
4. What sort of things come out of volcanoes?

## VOLCANO LESSON PART 2: WARM-UP DRAWING EXERCISE

Two children go to the board and draw a scene showing a volcano. Facilitator asks the remaining children in the class to help them: “What should they draw?” “What else?” “What can they add to the drawing?” Examples: volcano-shaped mountain, explosions, lava flows, ash falling, etc. This is a quick exercise – tell your volunteers it is against the clock and they have to be fast – and does not have to be done with any great attention to detail, but it provides a good visual reference for the duration of the session.

## VOLCANO LESSON PART 3: BASELINE MONITORING QUIZ

To be used with the Volcano Monitoring Quiz Form, where facilitators mark down the number of **correct** answers for each question. (*Correct answers in italics.*)

- Ask children to put their heads down and close their eyes.
- Facilitator first reads a question and both answers – children do not respond yet.
- Facilitator explains that they must now choose the right answer and reads the question again. Hands up who think it is A (read answer). Hands up who think it is B (read answer).
- Facilitator counts hands raised for the **correct** answer and writes number in the corresponding box on the Volcano Quiz Report Sheet.

### **What is a volcano?**

- A. A mountain that can erupt lava, ash, and smoke only once.
- B. *A mountain that can erupt lava, ash, and smoke at any time.*

### **Smoke often comes out of your local volcano. You should be concerned if:**

- A. *More smoke than usual starts coming out.*
- B. The smoke suddenly stops coming out altogether.

### **The volcano is about to erupt. Should you:**

- A. *Leave your house and walk upwind from the volcano.*
- B. Do not leave your house and tightly close all doors and windows.

### **If ash and smoke start coming your way, you should immediately:**

- A. Use an umbrella or shield to protect yourself.
- B. *Cover your mouth and nose with a cloth.*

The purpose of this exercise is to establish baseline knowledge of the group before they see the film. They will be asked the same questions after the discussion which follows the film (where you may like to use a different approach, as suggested in Volcano Lesson Part 6.) The second activity will provide a guide as to how much has been learned, and possible areas the facilitator still needs to address. Notes on each of the correct answers follow in Volcano Lesson Part 6.

## **VOLCANO LESSON PART 4: WATCHING THE FILM**

The facilitator quickly introduces the film and tells the group they will be able to find out if they were right or wrong during the quiz, and plays it in the selected language format.

## **VOLCANO LESSON PART 5: FOLLOW-UP DISCUSSION**

- The following questions will provide you with many ideas about how to conduct this discussion session **after you show the film**. If children do not give the correct replies indicated, give them additional hints until they get it right. **Do not just give them the right answers.**

- **Encourage children to correct each other.** Puppet: “Is that right? Are you sure?” etc. But **keep things lively** and moving quickly.
- **Broaden the range of questions** as much as you see fit.
- **Avoid the use of yes / no questions.**
- Try to **get all the children talking** and involved.
- **Use the puppet** to act out some of what happened in the film so that the children are constantly focused.

## 1. Warning Signs

What does Dodong see coming out of the volcano?

*Smoke.*

And what does he hear?

*Rumbling noises.*

What does he say about it?

*Dodong says it is always doing that and that it is nothing unusual.*

Why is the Little Girl more concerned about it?

*She thinks it might erupt, because there is more smoke and rumbling than usual.*

Do the smoke and noises always mean a volcano will erupt?

*Volcanoes can produce smoke and noises without erupting, but they are warning signs and it is best to be prepared.*

Tell me about the volcano / volcanoes where you live – do you ever see smoke or hear unusual noises?

*Discuss.*

What does it look and sound like? What do people do when it happens? etc.

*Discuss.*

When a volcano erupts, does that mean it will not do it again for a long time afterwards?

*Possibly, but you should always look out for warning signs and be prepared. It is still dangerous.*

## 2. Alarm Signals

Have you ever heard an emergency alarm signal where you live?

*Discuss.*

What does it sound like?

*Discuss.*

Where is the alarm – what does it look like? (If they do not know, how are they going to find out?)

*Discuss.*

Are children allowed to use it like the Little Girl in the film?

*Discuss – the answer is yes.*

What is the alarm signal in the film?

*Children describe it.*

Do people take any notice of it?

*Yes, mostly, but not Dodong.*

### **3. Emergency Supplies**

If a nearby volcano erupts, how soon can you return to your home?

*When you get official permission, and not before.*

So you will need to take some things with you. What did the Little Girl take?

*Emergency bag with supplies – flashlight, extra batteries, blankets, water, first aid kit, dried food like rice, candles, matches.*

Is there anything else you should take with you?

*No. Take only what you need.*

Why should you travel very light?

*Because you need to leave quickly in an emergency. Extra things will slow you down.*

Who has an emergency bag like this at home?

*Discuss what is in it and where it is kept.*

What about if you do not have one?

*Discuss – they should talk about it with their parents and family and prepare one.*

### **4. An Escape Route and a Safe Place**

The volcano does erupt in the film. Where does everyone go?

*They go to a safe place. It is upwind of the volcano, away from where the smoke and ash are blowing.*

If the volcano is here (point) and smoke is blowing this way (point) which way should you go to safety?

*Discuss – the opposite way.*

How do the people in the film know where they should go?

*Because they have already planned it. Everyone follows the same plan.*

Do you have emergency evacuation routes planned?

*Discuss.*

Where do they go to? If you do not have a planned route, where would be a good place to go from where we are now?

*Discuss prevailing wind conditions. One or two uphill locations so they can decide which is best depending on wind direction.*

How long should you stay in this safe place?

*Until you get official permission to return.*

## 5. Ash and Smoke

Dodong does not go to the safe place. What happens to him?

*He inhales lots of smoke and ash and becomes very unwell.*

Where did the ash and smoke come from?

*From the erupting volcano.*

Has anyone seen anything like this before where you live, or on the TV?

*Discuss.*

Why is the ash and smoke dangerous?

*Because you can inhale it and it is very bad for your health.*

What do the villagers do to avoid inhaling the ash and smoke?

*They cover their mouths and noses.*

What could you use to cover your mouths and noses if it happened right now?

*Discuss – any type of cloth or piece of clothing is appropriate so long as it blocks out the ash.*

Where is a good place to keep something like this?

*In the emergency bag, kept near the door of the house.*

What else do some people wear to protect themselves?

*Glasses / goggles.*

Why do they do that?

*Because the ash and smoke can hurt your eyes and make it difficult to see clearly.*

If you live near a volcano, where might you keep something like this?

*In an emergency bag, kept near the door of your house so you can quickly grab it when you evacuate.*

## VOLCANO LESSON PART 6: QUIZ PART II

As before (in Part 3 of Lesson Plan), this is to be used with the Volcano Monitoring Quiz Form, where facilitators mark down the number of **correct** answers for each question. (*Correct answers in italics.*)

Local NGO partners in the February 09 Workshop in Cebu, Philippines, came up with this variation as a fun means of testing knowledge:

- Facilitator asks for two volunteers. One is Mr. / Miss A and holds up an A4 size piece of paper marked 'A', and one Mr. / Miss B.
- The rest of the class is read the first question, but this time, instead of putting their hands up, they get up from their seats and form a queue behind the letter they think is correct.
- Facilitators count those in the correct queue (or gets them to count themselves by each shouting out his number in line).
- Facilitator marks number in the correct queue in the corresponding box on the Volcano Monitoring Quiz Form.

## VOLCANO LESSON PART 7: CHECKING UNDERSTANDING

Use the notes below to check that students fully understand the answers they have given. Ask why they have answered as they have. What would happen if they followed the advice of the *wrong* answer? Ask *What do you do? What do you do next? Why? etc.*

This quick exercise will consolidate understanding even if most have answered correctly.

Note that these explanations are only given **after** children have seen the film and taken part in the group discussion.

### 1. What is a volcano?

- A mountain that can erupt lava, ash, and smoke only once.
- A mountain that can erupt lava, ash, and smoke at any time.

**Explanation:** *Although a volcano may be inactive for many, many years, it can erupt at any time. Even if it has erupted before, it can erupt again.*

### 2. Smoke often comes out of your local volcano. You should be concerned if:

- More smoke than usual starts coming out.
- The smoke suddenly stops coming out altogether.

**Explanation:** *More smoke than usual might be a warning sign. You should take it seriously and prepare to follow emergency plans. There may also be more or louder rumbling sounds than usual.*

### **3. The volcano is about to erupt. What should you do?**

- a. Leave your house and walk upwind from the volcano.
- b. Do not leave your house, and tightly close all doors and windows.

**Explanation:** Find out which way the wind is blowing and go to your planned safe meeting place. This should be in the opposite direction from where the wind is blowing.

### **4. If ash and smoke start coming your way, you should immediately:**

- a. Use an umbrella or shield to protect yourself.
- b. Cover your mouth and nose with a cloth.

**Explanation:** Ash and smoke can be very bad for you, and make it difficult to breathe. The first thing you should do is cover your mouth and nose with any kind of scarf or cloth, so you do not breathe in the ash.

## **VOLCANO LESSON PART 8: CONSOLIDATION ACTIVITY**

Facilitators can select from one or more of the activities in the section from pages 71 to 77. The purpose of each is to consolidate what the group has learned, and to make their learning relevant to their particular environment and setting.

Encourage the group either to create individual drawings which they can take home (such as the Emergency Kit activity) and help them communicate messages to their family, or to work in groups to make posters (key messages / evacuation routes) that can be put on the classroom walls to serve as reminders.

Volcano drills, evacuation routes, and emergency bags are areas you may wish to cover.

If you are using more than one film and subject area in the session, you may choose to select one activity for one film and a different one for another.

Many of these ideas were contributed by the local partner NGO delegates during the No Strings February 09 Cebu workshop in the Philippines.

## VOLCANO LESSON PART 9: PUPPET FOLLOW-ON ACTIVITY

Useful follow-on activities include getting your group to come up with one or a series of their own scripts, which they can act out using puppets. For more on this, please see **page 12: Follow-On Activities: Sock Puppet Plays.**

# Турной



# Tropical cyclone

## TYPHOON / TROPICAL CYCLONE: KEY MESSAGES

- **Keep informed, especially during the tropical cyclone season**, and attend any special meetings in your village or the area where you live.
- **Plan an evacuation route** that is clear and simple.
- **Plan designated shelters** – safe buildings to go to during a storm.
- **Pack emergency supplies**: flashlight, extra batteries, candles, matches, first aid kit, medicines, clothing, blankets, wind-up or battery radio, can opener, water purification tablets, food and water for three days, etc.
- **Keep a wind-up or battery-operated radio** that you can take with you, and keep checking it for weather updates.
- If you know a storm is heading your way, **board up your windows**.
- **Put away anything that can fly around in the wind**.
- **Turn off gas and electric supplies** as broken wires and escaping gas can start fires.
- Keep tuned to the radio for announcements **during the storm**.
- **If the eye of the storm passes over you, it will bring with it a short calm. DO NOT LEAVE THE SHELTER.** The winds will soon return and the second half of the storm can be worse than the first. **STAY IN THE SHELTER.**
- If you are trapped at home, move to a safe place preferably on the lowest floor of the your house. This should be a place where there are no windows, skylights, or glass doors, which could be broken by strong winds causing damage or injury.

## TYPHOON / TROPICAL CYCLONE LESSON PLAN

Activity	Notes	Materials	Time
1. Warm-Up Questions	Asking simple open-ended questions to get children thinking about what cyclones are.		5 mins.
2. Warm-Up Exercise	Drawing a cyclone scene on the board.	Black / whiteboard / large sheet of paper and pins, pens	5 mins.
3. Baseline Monitoring Quiz	Four questions with a right and wrong answer each. Answers are not corrected.	Earthquake Monitoring Quiz Form	5 mins.
4. Film Viewing	Children watch the film in the selected language.	DVD copy, DVD player, screen / projector	10 mins.
5. Follow-Up Discussion	Open-ended questions to generate discussion		15 mins.

6. Monitoring Quiz Part II (with Corrections and Final Discussion)	Same four questions as Baseline Monitoring Quiz. See below for different activity format.	Tropical Cyclone Monitoring Quiz Form, same sheet as for Part 1. Puppet	10 mins.
7. Checking Understanding	Go through each of the questions and get class to explain WHY they answered A or B.	There are notes which explain the answers in the section following the Monitoring Quiz Forms, page 83.	5 mins.
8. Consolidation Activity	Select from a range of suggestions on page 71	Large sheets of paper, pens, prepared materials	15 mins.
9. Follow-Up Activity Suggestions	A sock puppet play. Discuss story ideas, how to do it, whom to show it to, and how to make the puppets.	Sock, pins, eyeballs, string for arms, rod, etc. Story ideas	15 mins.

## TYPHOON / TROPICAL CYCLONE LESSON PART I: WARM-UP QUESTIONS

- Warm-up questions are asked **before the children see the film**.
- They must be **open-ended** (not yes / no questions) and encourage children to talk as much as possible about their **knowledge, understanding, and experiences**.
- **At this stage, there are no right and wrong answers.** The facilitator does not correct anyone, but can indicate that the audience will find out when they see the film, etc.
- The purpose of these questions is to get children to **focus on what they know** about earthquakes, but **do not go into detail regarding safety or preparedness at this stage**.
- **Keep questions very simple**, encouraging children simply to describe earthquakes, the damage they can do, where they are likely to strike, etc.

### Examples:

1. What is a tropical cyclone?
2. How dangerous are they?
3. Have you ever been in a tropical cyclone or a tropical storm?  
What happened? What did you do?
4. What damage can they do?

## TYPHOON / TROPICAL CYCLONE LESSON PART 2: WARM-UP DRAWING EXERCISE

Two children go to the board and draw a scene showing a tropical cyclone. Facilitator asks the remaining children in the class to help them: “What should they draw?” “What else?” “What can they add to the drawing?” Examples: trees bending over with the wind, roofs flying off, people struggling to walk, heavy rain and flooding, etc. This is a quick exercise – tell your volunteers it is against the clock and they have to be fast – and does not have to be done with any great attention to detail, but it provides a good visual reference for the duration of the session.

## TYPHOON / TROPICAL CYCLONE LESSON PART 3: BASELINE MONITORING QUIZ

To be used with the Cyclone Monitoring Quiz Form, where facilitators mark down the number of **correct** answers for each question. (*Correct answers in italics.*)

- Ask children to put their heads down and close their eyes.
- Facilitator first reads a question and both answers – children do not respond yet.
- Facilitator explains that they must now choose the right answer and reads the question again. Hands up who think it is A (read answer). Hands up who think it is B (read answer).
- Facilitator counts hands raised for the **correct** answer and writes number in corresponding box on the Tropical Cyclone Monitoring Quiz Form.

**In tropical cyclone season, how soon can you find out if a storm is heading your way?**

- Several hours or more beforehand so you have some time to prepare.*
- Less than an hour beforehand so you have to act very quickly.

**What is THE SAFEST thing to do when a major tropical cyclone is about to hit?**

- Stay at home, close all doors and windows, and do not go outside.
- Leave your home and go to a communal shelter.*

**The cyclone is now SIX (6) HOURS away from your home. What should you do?**

- Turn off gas and electric supplies and then go to the shelter.*
- Do not do anything; go immediately to the shelter.

**The storm has SUDDENLY weakened. What should you do now?**

- a. Go outside and help search for people.
- b. Do not do anything – just stay where you are.

The purpose of this exercise is to establish baseline knowledge of the group before they see the film. They will be asked the same questions after the discussion which follows the film (where you may like to use a different approach, as suggested in Tropical Cyclone Lesson Part 6). This second activity will provide a guide as to how much has been learned, and possible areas the facilitator will still need to address. Notes on each of the correct answers follow in Tropical Cyclone Lesson Part 6.

## **TYPHOON / TROPICAL CYCLONE LESSON PART 4: WATCHING THE FILM**

Facilitator quickly introduces the film and tells the group they will be able to find out if they were right or wrong during the quiz and plays it in selected language format.

## **TYPHOON / TROPICAL CYCLONE LESSON PART 5: FOLLOW-UP DISCUSSION**

- The following questions will provide you with many ideas about how to conduct this discussion session **after you show the film**. If children do not give the correct replies indicated, give them additional hints until they get it right. **Do not just give them the right answers.**
- **Encourage children to correct each other.** Puppet: “Is that right? Are you sure?” etc. But **keep things lively** and moving quickly.
- **Broaden the range of questions** as much as you see fit.
- **Avoid the use of yes / no questions.**
- Try to **get all the children talking** and involved.
- **Use the puppet** to act out some of what happened in the film so that the children are constantly focused.

### **1. Keeping Informed**

How does the Little Girl know a tropical cyclone is heading her way?

*She hears about it on the radio.*

What kind of radio is it?

*A wind-up radio. A battery-operated radio is also good.*

Why do you think this is better than an electric radio when a cyclone is on the way?

*Because the tropical cyclone might disrupt electricity supply, and you need to keep tuned in to the radio and get updates.*

Do you have a radio like this in your house that tells you about bad weather?

*Discuss.*

When does the radio announcement say the tropical cyclone is due?

*Very soon.*

How would you feel if you were told that a tropical cyclone was coming here very soon?

*Discuss – afraid – but stress that it is not good to panic.*

Is it best to be prepared – even though there might not be a tropical cyclone – or wait until you definitely know one is coming, like Dodong?

*Be prepared because you may not have much time to get ready otherwise.*

## **2. Evacuation Route**

Why are the villagers having a meeting?

*To discuss what to do if a tropical cyclone comes.*

What do they draw in the meeting that they pin up for everyone to see?

*They make a map showing an evacuation route.*

What does evacuate mean?

*Get out really fast!*

Why does the Narrator say it is a really good map?

*Because it is clear and not too complicated – everyone will be able to follow it.*

Where does the evacuation route take them?

*Out of the village and away from the shore.*

Which buildings are the designated shelters?

*The church and the school.*

Do you have designated shelters where you live? Where are they?

*Discuss.*

## **3. Emergency Supplies**

How much food does the woman have in her basket?

*A three-day supply for the whole family.*

What else are people carrying?

*Bottles or jugs of drinking water, planks of wood.*

What do they say they are doing when Dodong asks them?

*Preparing for a cyclone.*

What is on the list of emergency supplies?

*Flashlight, extra batteries, candles, matches, first aid kit, medicines, clothing, blankets, wind up or battery radio, can opener, water purification tablets, food and water for three days.*

Why does the Narrator say that Dodong is making a big mistake?

*Because he is not going to bother preparing until he definitely knows there is a tropical cyclone coming.*

#### **4. Preparation**

Now we definitely know there is a tropical cyclone coming. Before it is time to head to the emergency shelter, what things you can do to protect your home?

*Board up your windows, put things away that might fly around in the wind.*

*Turn off gas and electricity supplies.*

Why is it sensible to board up windows?

*Because the wind and flying objects might smash the glass.*

Why should you turn off the gas and electricity?

*Because broken wires and escaping gas can start fires.*

What category is the storm when the villagers are told to evacuate?

*Category three, with 101 to 185 kilometers per hour winds.*

#### **5. Eye of the Storm**

What is the 'eye of the storm'? Does it always pass over you in a storm?

*The center of the storm, where it is actually quite calm. It does not always pass over your locality, but when the winds calm, this means that the typhoon center will pass over your locality.*

When the eye of the storm is overhead, is it safe to leave the shelter?

*No, because the storm will return. This is just a short lull.*

What will the storm be like after the eye passes?

*It will be bad again. It may even be worse than before.*

When is it safe to leave the shelter?

*When you get the official all-clear.*

What does Dodong do when the eye passes over his house?

*He goes outside because he thinks it's all over. Then he gets blown back inside!*

Back in the shelter, what happens when the lights suddenly go out?

*Everyone switches his flashlight on.*

Where did they all get them?

*They brought the flashlights with them in their emergency kits.*

Note: A tropical cyclone passing south or north of your locality does not mean that your community is out of danger.

## 6. If You're Caught at Home

Dodong tells the Squirrel he is staying at home. What are his reasons?

*Because he has property to protect.*

Do you think he can protect his property during the storm?

*No. You have to protect it before the storm comes, not during the storm.*

Why does the Squirrel stay with Dodong after the Narrator tells him to go?

*Because when he looks outside, he sees it is already too dangerous to leave.*

How does the Squirrel try to make Dodong safe?

*He tries to push him under the bed to take cover.*

What does the village look like when the storm is over?

*Damage is everywhere, and the rivers and streams are overflowing.*

How will people manage to eat and drink while away from home?

*They brought three-day supplies of food and water in their emergency kits.*

Did the Squirrel do the right thing by staying with Dodong?

*No, but he was kind and brave. He should have gone to the shelter with everyone else, as both he and Dodong might have been killed or injured.*

## TYPHOON / TROPICAL CYCLONE LESSON PART 6: QUIZ PART II

As before (in Part 3 of Lesson Plan), this is to be used with the Cyclone Monitoring Quiz Form, where facilitators mark down the number of **correct** answers for each question. (*Correct answers in italics.*)

Local NGO partners in the February 09 Workshop in Cebu, Philippines, came up with this variation as a fun means of testing knowledge:

- Facilitator asks for two volunteers. One is Mr. / Miss A and holds up an A4 size piece of paper marked 'A', and one Mr. / Miss B.
- The rest of the class read the first question, but this time, instead of putting their hands up, they get up from their seats and form a queue behind the letter they think is correct.
- Facilitators count those in the correct queue (or gets them to count themselves by each shouting out his number in the line).
- Facilitator marks number in the correct queue in the corresponding box on the Tropical Cyclone Monitoring Quiz Form.

## TYPHOON / TROPICAL CYCLONE LESSON PART 7: CHECKING UNDERSTANDING

Use the notes below to check that students fully understand the answers they have given. Ask why they have answered as they have. What would happen if they followed the advice of the *wrong* answer? Ask *What do you do? What do you do next? Why? etc.*

This quick exercise will consolidate understanding even if most have answered correctly.

Note that these explanations are only given **after** children have seen the film and taken part in the group discussion.

### **1. In cyclone season, how soon can you find out if a storm is heading your way?**

- a. Several days or more beforehand so you have some time to prepare.
- b. Less than an hour beforehand so you have to act very quickly.

**Explanation:** *During the tropical cyclone season, you should regularly check your local radio station which broadcasts storm warnings. Warnings can be given several days or more beforehand, which leaves you time to make emergency preparations.*

### **2. What is THE SAFEST thing to do when a major cyclone is about to hit?**

- a. Stay at home, close all doors and windows, and do not go outside.
- b. Leave your home and go to a communal shelter.

**Explanation:** *A very bad storm can cause a lot of damage. If your village or local area has planned designated buildings, they are the safest places to go to during the storm as they offer more protection.*

### **3. A tropical cyclone is now one hour away from your home. What should you do?**

- a. Turn off gas and electric supplies and then go to the shelter.
- b. Do not do anything, just go immediately to the shelter.

**Explanation:** *Gas pipes and electric wires and cables may be damaged by heavy storms, and they can then cause fires. If the storm is still about six hours from your*

home, you should quickly turn off the gas and electricity supply before going to the shelter. After the storm, be very careful not to go near loose or broken cables.

#### **4. The storm has SUDDENLY weakened. What should you do now?**

- a. Go out and help search for people who may be injured.
- b. Do not do anything – just stay where you are.

**Explanation:** *If the storm passes directly over you, then so will the center, or eye, of the storm. This part of the storm will feel much calmer. Do not go outside, because the eye will pass and the storm will return, possibly even worse than it was before. Wait for the All Clear Signal.*

### **TYPHOON / TROPICAL CYCLONE LESSON PART 8: CONSOLIDATION ACTIVITY**

Facilitators can select from one or more of the activities in the section from page 71 to 77. The purpose of each is to consolidate what the group has learned, and to make their learning relevant to their particular environment and setting.

Encourage the group either to create individual drawings which they can take home (such as the Emergency Kit activity) and help them communicate messages to their family, or to work in groups to make posters (key messages / evacuation routes) that can be put on the classroom walls to serve as reminders.

Cyclone drills, evacuation routes, and emergency bags are areas you may wish to cover.

If you are using more than one film and subject area in the session, you may choose to select one activity for one film and a different one for another.

Many of these ideas were contributed by the local partner NGO delegates during the No Strings February 09 Cebu workshop in the Philippines.

### **TYPHOON / TROPICAL CYCLONE LESSON PART 9: PUPPET FOLLOW-ON ACTIVITY**

Useful follow-on activities include getting your group to come up with one or a series of their own scripts, which they can act out using puppets. For more on this, please see **page 12: Follow-On Activities: Sock Puppet Plays.**

# Two Garden's



## TWO GARDENS: AN INTRODUCTION

The *Two Gardens* is a different sort of film from the others in this series. While the disasters films provide a very clear guide on what we should and should not do in an emergency, *Two Gardens* explores much more complex ideas about how feelings can escalate and lead to community tension and conflict.

Essentially, it looks at negative reactions to people we do not know, which all of us can experience in one form or another, such as jealousy, mistrust of strangers, anger, fear, and community prejudice.

The film works on various levels. It works for groups who live in areas that experience community tension and conflict, where it may provide a useful opener for important discussion. It can be shown to older children or adults to encourage greater openness, or it can be shown to younger children from about the age of eight upwards to introduce these important concepts. In addition, the values in *Two Gardens* can help all children reach a greater maturity and a better understanding of other people, even though they might live in a peaceful area.

Facilitators should not simply look for right and wrong answers when they show the film. Rather, they should encourage members of the audience to express their reactions to what happens, get them to try to understand why they reacted like they did, how the characters were feeling and how they themselves would feel in that particular situation, and perhaps examine their own prejudices.

The characters in the film are:

**Tikoy** (main character)

**Popoy** (the stranger)

**Rene** (Tikoy's friend)

**Sir** (Tikoy and Popoy's wise employer)

## TWO GARDENS: HOW TO USE THE FILM

1. We suggest that a good way to introduce discussion might be to pause the film just after the conversation between Tikoy and his friend Rene, after the tools episode (where the tools come alive and start talking to Tikoy).

2. The group can now take the monitoring quiz, in the same way as they would the monitoring quizzes for any of the other films in the series. Make a note of the answers. The answers are not right and wrong, but all the first answers record negative reactions to Popoy, while second answers record more positive reactions. Any change in attitude can thus be recorded after people see the whole film.

3. Begin an early discussion with questions such as those below. Ask people why they give the answers they do. Get them to think hard and expand on their views. Encourage discussion between different people in the group whenever there is disagreement:

- Why is Tikoy feeling bad?
- Why does Tikoy not like Popoy?
- Do you think Popoy likes Tikoy?
- Why do you think Popoy keeps going to the old well?
- Who is the kinder person, Popoy or Tikoy?

4. Show the film to the end.

5. Redo the monitoring quiz and take note of the answers.

6. Ask people if they have changed their original answers. Why is that? (Perhaps because they have learned more about Popoy.)

7. Discuss some of the following points with the group:

- Was Tikoy wrong to think bad things about Popoy? Did you think the same things as Tikoy earlier in the film?
- Why did Tikoy and the other villagers make these assumptions in the first place? What negative emotions (fear, jealousy, etc) were they feeling?
- Were you shocked by how quickly rumours spread? Do you have any experience of your own similar to this?
- How would you welcome a new person into your community?
- Have you ever felt unwelcome? What was it like?
- How would you feel if you were a victim of gossip?
- If you were Popoy, how would you react?

- What is prejudice? *Prejudice is an unreasonable negative attitude towards somebody simply because he belongs to a particular ethnic group. Get children to understand that Popoy is being judged because of how he looks and the fact he is new.*
- What happens when people are angry or jealous? How do they think about things? *(Some people have the tendency to stop thinking clearly and refuse to assess the situation. They try to play tricks on you and easily get carried away. Just like Tikoy, when he heard the tools talking to him, the Squirrel observed that Tikoy was almost strangled by his thoughts.)*
- Why is this a problem? *(Things can quickly run out of control. Some people tend to behave abnormally because anger, jealousy, and fear can trigger erratic thoughts and behavior.)*
- What can happen when a whole community makes the same assumptions?
- How quickly can things spread out of control?
- Why should we try to get to know and understand strangers before thinking bad?
- Who is hurt the most when rumors are spread about people?
- What if those people have done nothing wrong – is this fair?
- Are apologies effective? Why?

8. Discuss real life situations, when jealousies, fear, or mistrust of people from different communities have led to tension and violence.

9. Consider splitting the class into groups and asking them to write their own scripts which can be used to create a sock puppet play. More details on this on page 12.

# Consolidation Activities

## Emergency Kit Game for Younger Children



Put the drawing of the kit on the wall / board.

- Children sit on the floor in a circle around you. Taking one item drawing at a time, ask them if they can remember what it is.
- Select a child to stand up and explain. During our Cebu school demonstration, facilitators played a counting game around the circle of children, where the first to get an answer wrong would be the one to explain. You can get other children to expand / correct their responses.
- Select two children to help stick items on the bag drawing on the wall.

### Emergency Kit Memory Game – Individual Drawing Activity

- Facilitator draws the outline of an emergency bag on the board.
- Children work individually and copy the bag shape on a piece of paper.
- They are given ten minutes to draw everything they can remember that the Little Girl put into her emergency bag. (There are eight items in all: flashlight, batteries, bottle of water, dry food, candles, matches, first aid kit, blanket. In Volcano, they may also draw a cloth to cover their mouths.

A large picture of an emergency kit, and drawings of each of the items to be included.

Or you can draw on the board and get children to draw in the items.

If there is no board, use your own emergency kit picture for children to copy.

Sheets of paper for each child.

In Tropical Cyclone, they may also draw a battery or wind-up radio.)

- After the time is up, the facilitator asks the children to tell him the items, and lists them on the board. Those who do not have all the items in their bags can now add them by drawing them on their paper.
- Facilitator goes over each one: why is a flashlight important, etc?
- Children can color their work when the session is over.
- They should take home their work and show it to their parents. Facilitator can encourage them to put it on a wall of the house near the door, and go out with their parents to buy the items they have drawn.

### Emergency Kit Letter Race



- Facilitator splits the class into four smaller groups.
- Each group is given a set of letters marked on individual pieces of paper. The letters form two full words from items in the emergency bag. Each letter has adhesive material on the back so that it can be stuck to the board / wall. (Some words, e.g., first aid kit, are much longer than others, e.g., matches. Match shorter and longer words together.)
- Depending on the size of the groups, you may think it best to ask them to select just two to four

Small pieces of paper each marked with a letter to make up a word from all the items in the emergency kit.

Adhesive tape or other material so that they can be stuck to board / wall.

## ACTIVITY

## PREPARATION | MATERIALS

people to represent each. The rest of their 'team' can help by shouting suggestions to them.

- Group representatives now come to the board with their letters, and race against each other to complete their two words.
- Allow the other groups to finish; even when the first group has completed, the race is still on!
- With all the words assembled on the wall, the facilitator can now go through each item and ask why it is an important part of the emergency kit.

(There are eight items in all: flashlight, batteries, bottle of water, dry food, candles, matches, first aid kit, blanket.)

In *Volcano*, they may also draw a cloth to cover their mouths. In *Tropical Cyclone* and *Tsunami*, they may also draw a battery or wind-up radio.

## DISCUSSION GAMES

### Do's and Don'ts



- Facilitator splits the board in half with a line and writes Do's on one side, and Don'ts on the other. Alternatively, prepare paper signs marked Do's and Don'ts that can be stuck to a board / wall.
- Give out the do's and don'ts cards. You could split the class into groups, and give them all a minute or two to think about it first, or you could

Do's and Don'ts cards.

Cards listing a range of things you should do in a given emergency, and things you should not do.

select individuals through other means, e.g., a counting game where those who make mistakes are selected.

- When the two lists are complete, go through each card and ask the whole group if it is in the right place, and why that particular point is important.
- Make the exercise relevant to the children's particular set of circumstances, e.g., you have said you should not play in flood water. Did people play in the flood water the last time there was a flood here? What did they do? Where was the worst of the water? Where is your emergency meeting place? etc.

## DRAWING AND POSTER MAKING ACTIVITIES

### Puppet Drill and Drill Poster Making

- Facilitator asks children to teach them their earthquake / cyclone / etc. drill. They are encouraged to run through it quickly, putting their hands up.
- Facilitator explains that his puppet needs to learn it. They must explain the drill slowly, stage by stage. The puppet may get things wrong!
- Children take turns to write each stage on the board, after it has been agreed on by the group. The puppet acts out what they are explaining.
- In groups, children are given a sheet of paper and told to write down the different stages on the board. To allow more time, they can illustrate it and color in after the session. These drill instructions are put up on the group's wall.

Several large sheets of paper so that there is enough for one per group.

Marker pens are good – children can first draw in pencil then go around the outline with the marker pen.

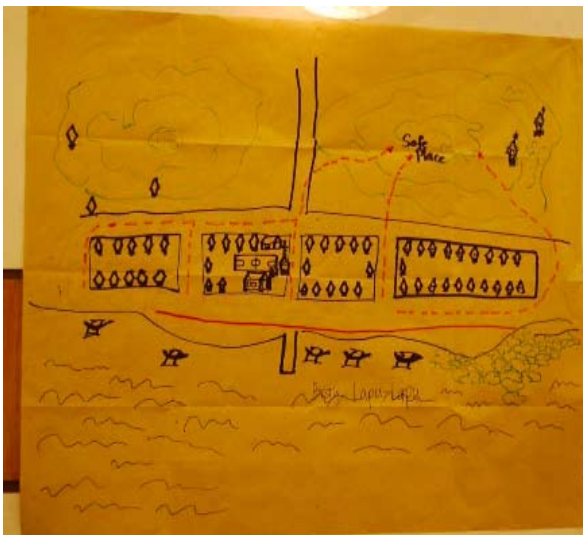
### Poster Making – Key Messages

- Facilitator asks: what are the most important messages in the film? Children give answers, and can take turns writing them on the board. Make sure all the key messages are covered and prompt them.
- Children work in groups. Each group is given one large sheet of paper.
- Each group draws a scene of the disaster. You can help by pointing to the scene drawn in the warm-up exercise and getting them to think of additional ways to illustrate.
- Each group then writes down the messages below or around the scene. Work can be completed after the session ends and the facilitator has gone, to go on group's wall.

Several large sheets of paper so that there is enough for one per group

Marker pens are good – children can first draw in pencil then go around the outline with the marker pen.

### Evacuation Route Map



- Discuss first:
- Tsunami: Is there any high land near where the group lives? Where is it? Where is their school? Where are their houses?

It is good to have some prior knowledge of the geography of a given area.

## ACTIVITY

- Cyclone: Do they have a community safe building planned for cyclones / typhoons?
- Earthquake / Flood and Landslide / Volcano: Do they have an arranged safe meeting place in the event of such a disaster? Where is it? etc.
- Facilitator can make an outline map on the board showing these key sites.
- Children work in groups and are given a large sheet of paper per group. They must draw a map of their immediate area, showing both their school and their houses, along with other key features. They then have to mark evacuation routes from both their school and houses / beach, etc, to a place of safety.
- Facilitator goes around each of the groups while they are working and monitors what they are doing.
- Facilitator puts one or two of the better maps on the wall, depending on time, and discusses with the whole class.
- Allow time for all the groups to complete their maps and color them, if desired, either during the session or arrange with the teacher to finish them later.

## PREPARATION | MATERIALS

Several large sheets of paper so that there is enough for one per group

Marker pens are good – children can first draw in pencil then go around the outline with the marker pen.

# monitoring quiz report forms

## EARTHQUAKE : MONITORING FORM

Name and address of community group / school			
School / group organizer and contact details			
Age Group	Under 8	8 - 12	Over 12 (give ages)
Number in Group	Girls	Boys	Total

- Children put their heads down and close their eyes.
- Facilitator first reads a question and both answers – children do not respond yet.
- Facilitator explains that they must now choose the right answer and reads the question again. Hands up who think it is A (read answer). Same process for B.
- Facilitator counts hands raised for correct answer and writes number in box.
- Same procedure is followed both before and after the film and discussion.

Questions <i>(with correct answers in italics)</i>	Number of hands raised for correct answer <b>before film</b>	Number of hands raised for correct answer <b>after film</b>
<b>You are in your house when an earthquake strikes. What do you do?</b> <i>A. Run outside and shout for help as loud as you can.</i> <i>B. Stay inside and hide under a table or a bed.</i>		
<b>What should you do when the earthquake stops?</b> <i>A. Run out the house and stay out in the open.</i> <i>B. Run outside and hide under something big and solid like a tree.</i>		
<b>What is the most important part of your body you should try to protect?</b> <i>A. Your legs, so you can run to safety as soon as the earthquake stops.</i> <i>B. Your head.</i>		
<b>After an earthquake, where should you plan to meet up with your family?</b> <i>A. In the middle of a field.</i> <i>B. Right beside your local hospital.</i>		

## TSUNAMI: MONITORING FORM

Name and address of community group / school			
School / group organizer and contact details			
Age Group	Under 8	8 - 12	Over 12 (give ages)
Number in Group	Girls	Boys	Total

- Children put their heads down and close their eyes.
- Facilitator first reads a question and both answers – children do not respond yet.
- Facilitator explains that they must now choose the right answer and reads the question again. Hands up who think it is A (read answer). Same process for B.
- Facilitator counts hands raised for correct answer and writes number in box.
- Same procedure is followed both before and after the film and discussion.

Questions <i>(with correct answers in italics)</i>	Number of hands raised for correct answer <b>before film</b>	Number of hands raised for correct answer <b>after film</b>
<b>What causes a tsunami?</b> A. Powerful winds coming in off the sea. <i>B. A deep sea earthquake.</i>		
<b>What is a tsunami?</b> A. A series of waves, the <b>first</b> of which is always the biggest. <i>B. A series of waves, where <b>later waves</b> might be bigger than the first.</i>		
<b>Which of these is a warning sign?</b> A. The sea going <b>out</b> much farther than usual from the shoreline. B. The sea coming <b>in</b> much closer than usual, and past the usual shoreline.		
<b>What should you do if you see one of the warning signs?</b> A. Search for useful equipment and run to high ground. <i>B. Run to high ground and do not stop to find things.</i>		

## FLOOD AND LANDSLIDE: MONITORING FORM

Name and address of community group / school			
School / group organizer and contact details			
Age Group	Under 8	Eight - 8-12	Over 12 (give ages)
Number in Group	Girls	Boys	Total

- Children put their heads down and close their eyes.
- Facilitator first reads a question and both answers – children do not respond yet.
- Facilitator explains that they must now choose the right answer and reads the question again. Hands up who think it is A (read answer). Same process for B.
- Facilitator counts hands raised for correct answer and writes number in box.
- Same procedure is followed both before and after the film and discussion.

Questions <i>(with correct answers in italics)</i>	Number of hands raised for correct answer <b>before film</b>	Number of hands raised for correct answer <b>after film</b>
<b>After a flood, water might be contaminated. What should you do then?</b> <i>A. Use water from your tap or well, but boil it first.</i> <i>B. Wait until there is official permission to drink any water.</i>		
<b>Cutting down trees on hillsides will:</b> <i>A. Protect the surrounding villages from mud or landslides.</i> <i>B. Make the hillside more vulnerable to flash floods, mudslide, or landslides.</i>		
<b>The floodwaters are quickly rising. Should you:</b> <i>A. Leave your house and find safety on higher ground.</i> <i>B. Leave your house and find safety in a larger house nearby.</i>		
<b>What can you do to help floodwater clear away?</b> <i>A. Clean up litter from outside drains and keep them clean.</i> <i>B. Carefully arrange all household rubbish carefully in big piles on the street.</i>		

## VOLCANO: MONITORING FORM

Name and address of community group / school			
School / group organizer and contact details			
Age Group	Under 8	8 - 12	Over 12 (give ages)
Number in Group	Girls	Boys	Total

- Children put their heads down and close their eyes.
- Facilitator first reads a question and both answers – children do not respond yet.
- Facilitator explains that they must now choose the right answer and reads the question again. Hands up who think it is A (read answer). Same process for B.
- Facilitator counts hands raised for correct answer and writes number in box.
- Same procedure is followed both before and after the film and discussion.

Questions <i>(with correct answers in italics)</i>	Number of hands raised for correct answer <b>before film</b>	Number of hands raised for correct answer <b>after film</b>
<b>What is a volcano?</b> A. A mountain that can erupt lava, ash, and smoke only once. <i>B. A mountain that can erupt lava, ash and smoke at any time.</i>		
<b>Smoke often comes out of your local volcano. You should be concerned if:</b> A. <i>More smoke than usual starts coming out.</i> B. The smoke suddenly stops coming out altogether.		
<b>The volcano is about to erupt. Should you:</b> A. <i>Leave your house and walk upwind from the volcano.</i> B. Do not leave your house; tightly close all doors / windows.		
<b>If ash and smoke start coming your way, you should immediately:</b> A. Use an umbrella or shield to protect yourself. <i>B. Cover your mouth and nose with a cloth.</i>		

## TYPHOON / TROPICAL CYCLONE: MONITORING FORM

Name and address of community group / school			
School / group organizer and contact details			
Age Group	Under 8	8 - 12	Over 12 (give ages)
Number in Group	Girls	Boys	Total

- Children put their heads down and close their eyes.
- Facilitator first reads a question and both answers – children do not respond yet.
- Facilitator explains that they must now choose the right answer and reads the question again. Hands up who think it is A (read answer). Same process for B.
- Facilitator counts hands raised for correct answer and writes number in box.
- Same procedure is followed both before and after the film and discussion.

Questions <i>(with correct answers in italics)</i>	Number of hands raised for correct answer <b>before film</b>	Number of hands raised for correct answer <b>after film</b>
<b>During tropical cyclone season, how soon can you find out if a storm is heading your way?</b> <i>A. Several days or more beforehand so you have some time to prepare.</i> <i>B. Less than an hour beforehand so you have to act very quickly.</i>		
<b>What is THE SAFEST thing to do when a major tropical cyclone is about to hit?</b> <i>A. Stay at home, close all doors and windows, and do not go outside.</i> <i>B. Leave your home and go to a communal shelter.</i>		
<b>The tropical cyclone is now ONE HOUR away from your home. What should you do?</b> <i>A. Turn off gas and electric supplies and then go to the shelter.</i> <i>B. Do not do anything; go immediately to the shelter.</i>		

## TWO GARDENS: MONITORING FORM

Name and address of community group / school			
School / group organizer and contact details			
Age Group	Under 8	8 - 12	Over 12 (give ages)
Number in Group	Girls	Boys	Total

- Children put their heads down and close their eyes.
- Facilitator first reads a question and both answers – children do not respond yet.
- Facilitator explains that they must now choose the right answer and reads the question again. Hands up who think it is A (read answer). Same process for B.
- Facilitator counts hands raised for correct answer and writes number in box.
- Same procedure is followed both before and after the film and discussion.

Questions <i>There are no right and wrong answers, but all the first answers record negative reactions to Popoy, while the second answers record positive reactions</i>	Number of hands raised for SECOND answer <b>before film</b>	Number of hands raised for SECOND answer <b>after film</b>
<b>Should Tikoy listen to his tools?</b> a. Yes b. No		
<b>Do you think Popoy is doing something bad at the well?</b> a. Yes b. No		
<b>Would you rather be Tikoy or Popoy's friend?</b> a. Tikoy b. Popoy		
<b>What should Tikoy do now?</b> a. Warn other people that Popoy is a thief. b. Ask Popoy why his garden is so much better.		

Follow-Up Activities (e.g. Posters, Sock Puppet Performance, etc.)

Please give details overleaf



# How to make a sock puppet

1. You will need a supply of brass fasteners, the sort that opens up, and a sock. Any sock will do.



2. Hold your hand in this position and pull the sock onto your arm with the other hand.



3. Once the sock is on your arm, take the other hand and push it into palm of your hand. All fingers should be on the top; except the thumb on the bottom.



4. Grab the sock fabric between pointer finger and thumb, take one closed fastener, and push it through the sock where you grabbed it, from the outside in.



5. When the fastener is all the way through, open it out, and fold ends under so they do not stick out.



6. Repeat on the other side between thumb and pinky finger. Add eyes, nose, hair, ears, tongue or anything you want to make your very own puppet.





# Natural Disasters: CAUSES

## ABOUT: EARTHQUAKES

Earthquakes happen as a result of friction between the tectonic plates (moving segments of the earth's crust) well beneath the earth's surface. This friction produces extraordinary energy and gives rise to quakes on the surface. This is also caused by a sudden movement of rocks beneath the earth's surface, and by volcanic eruption. The Philippines is vulnerable to earthquakes because of its proximity to a set of actively-moving tectonic plates, as well as the presence of active volcanoes.

The following information is taken in abbreviated form from the brochure on Earthquake, developed by the Philippine Volcanology and Seismology (PHIVOLCS), Department of Science and Technology.

Earthquakes may cause extensive damage to buildings and roads. Casualties usually result because people get hit by parts of collapsed buildings or other heavy objects, such as trees or electricity poles. Many people get trapped inside collapsing buildings.

Earthquakes may also be followed by other dangerous natural disasters such as landslides and tsunamis.

An earthquake is often followed by aftershocks, or further small earthquakes, within a few hours, days or even a week, although aftershocks are usually not as strong as the first one. **The danger of aftershock is the destruction of buildings that are already unstable as a result of the first quake.**

### During an Earthquake

- **If you are inside a building**, squat or lie face down on the floor. Use a bench, table or other piece of strong household furniture as protection. Stay there and be ready to move. Wait until the shaking stops and it is safe to move. Keep a distance from glass windows, fireplaces or furnaces, stoves or other household furniture that could fall over.
- **If an earthquake happens while you are in bed**, look for a safe spot under the bed or a table, and wait for the quake to stop. It is a good idea to keep a flashlight near your bed at night.
- **If you are in the middle of a crowded place**, look for shelter. Stay calm and ask others to stay calm too. Once it is safe, move to an open space, far from large trees or buildings, and watch out for aftershocks.
- **If you are outside**, look for an open space, far from buildings, tall trees, and

electricity networks. Avoid the fissures created by the quake, as these can be extremely dangerous.

- **If you are driving**, stop if it is safe to do so, but stay in the car. Keep a distance from bridges, flyovers, and tunnels. Move the car far from the traffic. Do not stop near large trees, traffic lights, or electrical poles.
- **If you are close to a slope or ravine** that is likely to be fragile, watch out for landslides.
- **If you are on a beach**, move immediately to higher ground. An earthquake can cause a tsunami after an interval of a few minutes or hours after the quake.

## ABOUT: TSUNAMIS

Tsunamis are large ocean waves resulting from the following:

- shifts or displacements of the earth's crust at the bottom of the ocean;
- earthquake and volcanic eruptions under the seabed;
- submarine or coastal landslide;
- pyroclastic flow and large volume debris avalanches from oceanic and partly submerged volcanoes; and,
- caldera collapse.

A tsunami may happen at any time, in the rainy season or dry season, day or night. Tsunamis are actually a series of waves. Often, the initial wave is not the largest or most dangerous but is followed some time later by a far larger wave.

### Warning Signs

- Tsunamis are usually initiated by a very strong earthquake
- Watch for the surface of the ocean suddenly dropping and the water pulling away much farther from the beach than usual.

### What To Do

- If you are at the beach or by the sea and feel the earth tremble, let everyone know. Evacuate immediately, because a tsunami may happen very quickly. Flee to higher ground as far as possible from the beach. Go up to the highest floor of a building, the roof of a house, or climb a tree. There is no need to wait for a tsunami warning.
- A tsunami can come up through a river near the sea so do not stay in the vicinity of such a river.
- Save yourself, not your belongings.

- Pay no attention to the damage around you; just keep on running.
- If you are swept away by a tsunami, find a drifting object to serve as a raft.
- Help others. Prioritize children, pregnant women, the elderly, and disabled.

### **Reducing The Impact**

- Avoid living in an area within 100 metres of the edge of a beach. Based on the research that has been done, areas like this suffer the worst damage from tsunami and tropical cyclone disasters.
- Plant trees that can withstand waves, such as palms, beach hibiscus, banyan, or similar species.
- Follow the land use rules established by local government.

### **After the Tsunami**

- Avoid high-tension electricity installations and report any damage you encounter.
- Avoid entering a damaged area until after it has been declared safe.
- Keep away from the ruins of buildings.
- Report to a government, community, or religious organization.

## **ABOUT: FLOODS AND LANDSLIDES**

### **What are Floods?**

Flood is a rise in the water level of a stream and other form of water bodies that exceeds their normal carrying capacity. History of disasters in the Philippines states that it is the most damaging of all natural disasters, both in human as well as economic terms.

### **Causes**

- **Rain** over a long time period or very intense rainfall events.
- **Land erosion or poor handling of rubbish**, which causes clogging of water ways causing water to overflow and flood the surrounding areas.
- **Building and development** of residential settlements, where empty land is paved and turned into roads or parking lots, causing a loss of capacity to absorb rainwater. The development of residential settlements may cause a six-fold increase in the risk of flooding compared with open land, which usually has a

high capacity to absorb water. This is a frequent problem in big cities whose development has not been well planned.

- **Damage to dams and canals**, which, although infrequent, can cause flooding, especially during long periods of heavy rain.
- **Soil and plant conditions**. Land where many plants are grown has a high water absorption capacity. Land that is covered with cement, pavement, or asphalt lessens its ability to absorb flood water.
- **In rocky areas**, the capacity to absorb water is very poor, to the point of causing off-season floods.

## **What are Landslides?**

Landslides are the downward movement of soil, rock, and debris earth materials along a slope due to certain geological conditions and triggering events such as rainfall, earthquake, volcanic eruption, or man-made activities. A landslide is initiated when a section of a hill slope or sloping section of a sea bed is rendered too weak to support its own weight. Susceptibility of a hill slope to landslide is developed as a result of denudation of mountainsides, which removes the trees or ground cover that holds the soil. Any alteration of the surface like grading for road and building construction may also cause landslides.

## **Areas in Danger of Landslides**

- Areas where landslide disasters have happened in the past
- Areas that are steep and bare / deforested
- Areas that are channels for rainwater drainage

## **Prevention**

- Do not cut trees or damage forests.
- Where slopes are bare and deforested, make plantations of plants with deep-rooted trees, such as nimba, bamboo, and so forth.
- Make rainwater drainage channels.
- Build retaining walls / embankments on steep slopes.
- Regularly examine the condition of the land.

## ABOUT VOLCANOES

Volcanic eruptions happen as a result of molten rocks being expelled from the earth's interior by high pressure gases. Volcanoes themselves are composed of the materials from such eruptions.

Eruptions bring up strong spurts of ash and older rock fragments that reach as far as 18 kms. or more while lava can flood areas within a radius of 90 kms. The most extreme volcanic eruptions can give rise to major losses of life and property and can even influence the climate cycles of the earth.

**Volcanic gases** are the gases released during a volcanic eruption. They include carbon monoxide (CO), carbon dioxide (CO<sub>2</sub>), hydrogen sulphide (H<sub>2</sub>S), sulphur dioxide (SO<sub>2</sub>), and nitrogen (NO<sub>2</sub>), which are toxic for humans.

**Lava flow** is a highly elongated mass of molten rock materials cascading downslope from an erupting vent. Lava is the hot magma liquid that flows to the surface through the crater or vent of the volcano. Flowing lava is a danger to communities that live within the area of a volcanic mountain because it is composed of a mixture of volcanic materials ranging in size from ash to boulders which can cause damage to lives and property.

**Pyroclastic clouds** can take the form of pyroclastic flows, pyroclastic surges, and erupting ash clouds.

- Pyroclastic flows are high-density clouds of large, hot particles that flow downward and finally settle in and around rivers and valleys.
- Pyroclastic surges are lower-density clouds of small, hot, explosive particles blasted at speeds of 90 km. per hour.
- Erupting ash clouds are clouds of small and large particles of explosive materials that are thrown upward by the force of the big eruption.
- The large-sized particles fall around the peak, while the finer ones will fall to distances of dozens, hundreds, and even thousands of kilometers from the peak, due to the influence of wind blasts.
- Pyroclastic clouds may result in burn wounds to exposed body parts such as the head, arms, neck, or legs, and they also cause shortness of breath, which can be extreme.

**Eruptions of volcanic ash** consist of extremely fine particles of volcanic material. Carried by wind blasts, their impacts can be felt hundreds of kilometers away.

## **Impacts of Volcanic Ash**

- Respiratory problems
- Visibility problems
- Contamination of clean water sources
- Electrical storms
- Disruption of the operation of machines and motor vehicles
- Damage to roofs
- Destruction of fields Alterations of infrastructure

## **ABOUT: TYPHOONS AND TROPICAL CYCLONES**

Tropical cyclones are dangerous low-pressure weather systems that occur in tropical oceans. Tropical cyclones may have a wind force of up to 200 km. per hour, be accompanied by extremely heavy rains, and cause storms in coastal land areas.

### **Safety and Evacuation Plans**

- It is vital to recognize the risks and identify rapid and effective ways to flee.
- Conduct practice drills, following the evacuation routes. This will speed up the process of evacuation when it is needed in an emergency.

### **Preparation**

When there is a storm warning, every family must prepare the necessary materials, such as enough food for at least three days, and candles or battery-powered flashlights, as electricity networks are frequently damaged.

Build an embankment of sandbags to prevent water from entering the house; move valuables to higher places; and move things inside the house that can be swept along by a flood and carried off by the wind .

Cover glass windows and doors with wooden shutters / boards. According to wind research, a building can better withstand a storm if no wind can penetrate it.

## **During the Storm**

Stay inside the house unless evacuation to a safe building is advised. Even in the absence of such advice, the community should remain ready to evacuate. When the advice is to stay at home:

- Have all your supplies prepared in advance.
- If necessary, stay in the safest space in the house.
- Continually listen to the radio to keep track of changes in conditions.
- When floods enter the house, climb up to a higher place where possible.

Watch out for the 'eye' of the cyclone. This is the center of the storm or cyclone, and usually extends to a radius of 30-50 kms., whereas the storm itself may reach a radius of 600 km. While the eye of the storm is passing, the situation becomes calmer and less overcast, but this does NOT mean that the storm is over.

## **After the Storm**

- Try not to go into an area until it has been declared safe. Many activities must take place to straighten out an area that has just been struck by such a disaster.
- Use flashlights to examine the damage, and do not turn on electrical circuits before the area has been declared safe. Keep a distance from electrical cables that have fallen to the ground.
- Turn off the gas and electricity supplies. To prevent fire, immediately turn off the gas main if the smell of gas is detected, and if there is electrical damage, immediately block off the flow of electricity.
- Use the telephone only in emergency situations. The network will become extremely busy.

# How to make a hand and rod puppet



**Step 1:** Trace two body patterns onto the back of your fabric with a permanent marker. First trace one side of the pattern, then flip the pattern over and trace the other. The marker should be close to the color of the fabric, so it will not show through. Use stones to hold pattern in place on the back of the fabric. If using fur, make sure to choose the direction you want the fur to go in.



**Step 2:** Cut the fabric with scissors on the inside of the marker line. This will cut the line off.



**Step 3:** Follow steps 1 (tracing) and 2 (cutting) for the arm patterns. You will need to cut four arms in total. Two in one direction, the flip pattern and trace and cut two in the flipped direction. Look at the picture. If using fur, again, choose the direction you want the fur to fall in.



The cut out body and arm patterns will look like this:



**Step 4:** Pin body patterns together with the back of fabric on the outside, i.e., inside out. If using fur, push the fur inside the pin line, as shown in picture below left. Do this for the arms.

Now, both body and arm patterns are pinned together and ready to be sewn on a sewing machine or by hand. If sewing by hand, use a whip stitch.



**Step 5:** Sew body together and arm patterns together.



**Step 6:** Trace the mouth pattern onto the mouth fabric. Hold down with a stone. Then fold the fabric in half. The pattern will be doubled.



**Step 6 continued:** This is the mouth pattern traced and the fabric folded in half. Pin together and cut as shown below.



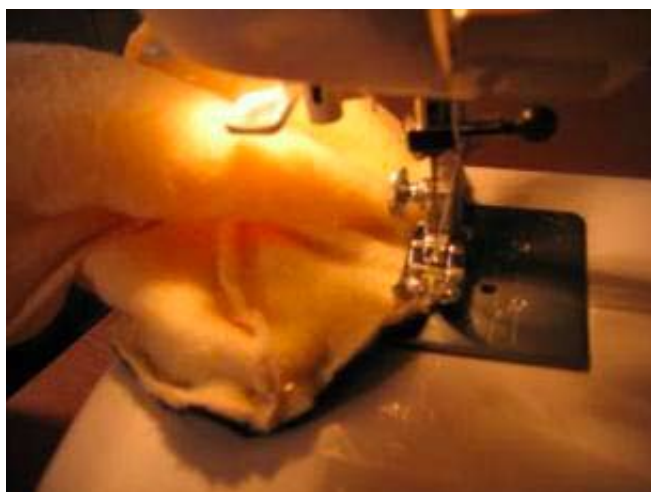
**Step 6 continued:** Below, the mouth pattern fabric doubled, cut, pinned, and ready to be pinned into body pattern to form puppet mouth.



**Step 7:** Pin mouth fabric into body pattern as shown below. Note the body is still inside out. Close up view below left. Below right, a full view of mouth pinned into the body and ready to be sewn on machine or by hand. If sewing by hand, use a whip stitch.

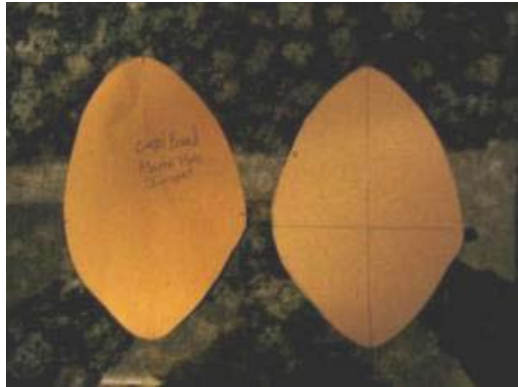


**Step 8:** Below, sewing the mouth into the body by machine. Note: keep mouth flat on sewing machine. Sew all the way around the mouth. Be careful not to catch the body while sewing. Below right, the mouth fabric machine-sewn into the body fabric. Note the puppet is still inside out.



**Step 9:** Take the mouth pattern and trace onto a piece of thin sturdy cardboard. Cut the cardboard out. In the picture below left, the pattern is on the left, and the cut cardboard is on the right.

**Step 10:** Take scissors and cut a straight line across the center of mouth. CUT THROUGH ONLY ONE LAYER OF THE FABRIC. Puppet is still inside out.



**Step 10 continued:** Now take the cardboard from Step 9 and slide into the cut in the mouth. This will be tight and it is all right for the cardboard to bend a little as long as it lies flat inside the “mouth pocket.” Make sure that it goes in the right direction. Place cardboard on the fabric to determine which end goes in first. Below right: Cardboard is inserted all the way inside the pocket.



**Step 11:** Turn puppet right side out. Take small amount of stuffing and insert into head. Push all the way up.



**Step 11 continued:** Stuffing at top of puppet. At times the stuffing may come out. Refill as necessary. **Below right:** Here is the puppet body; mouth is in and stuffing is in. Puppet is ready for the arms.



**Step 12:** Take sewn together arms and turn them right side out. Pliers are a big help, but can tear fabric. This is very tight, so take your time to pull the arm through itself. **Below center:** Arm and hand halfway turned right side out. **Below right:** Turned right side out.



**Step 13:** Now, pin both arms onto puppet body where you would like them to go. Then sew them onto the puppet by hand using a sturdy thread. If your thread is thin, sew around twice. The thumb of the hand should face forward as if you had your arms by your sides with your palms touching your thighs.

**Below right:** This is a close up of sewing the arm on by hand. The thread is doubled and the needle is curved. Straight needles work just as well. Make sure that the needle catches both the arm and body fabrics.



**Step 14:** The puppet is complete and ready for you to add any kind of features. Hair, eyes, ears, beards, clothes or anything else you wish. Buttons, beads, and balls can be used for eyes and noses. Stitch them, or hot glue them on. Long fur, yarn, string, or ripped fabric is great for hair. Ears can be made from scraps of fabric. Hats, glasses, sweaters, or baby clothes often fit these guys, so be creative! To allow you to work the arms, attach foot-long lengths of strong wire rods inside one or both of the hands and cover the handle end in tape.



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