STEAME-DRREC

"STEAME for Saving Life: Guidelines for developing and implementing Disaster Risk Reduction Education in Elementary School Curriculum"

A set of 20 activities for Grades 1-3

www.steame-life.eu



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Catalogue of activities — Grades 1–3 (ages 6–9)

No	Title	Thematic area	Grade	Duration
1	“Creating our own Magic Digital Book with the help of AI!”	Earthquake	1	2 x 45′
2	“The Superheroes’ Backpack: What will I take with me?”	Earthquake / Preparedness	1	2 x 45′
3	“Earthquake Dance: We become Music Stars!”	Earthquake	1	2 x 45′
4	“The Great Exit of the Earthquake Heroes!” — Preparedness drill	Earthquake	1	2 x 45′
5	“Detectives at Home: Dangerous or Safe?”	Fire	1	2 x 45′
6	“Lifeline: Learning to Call 199”	Fire	1	2 x 45′
7	“Operation Exit: Low under the Smoke”	Fire	1	2 x 45′
8	“Hermes and the Flood” — Story and neighbourhood map	Flood	1	2 x 45′
9	“Water Experiments: Where does the rain go?”	Flood	1	2 x 45′
10	“The Forest Before and After the Fire”	Fire	2	2 x 45′
11	“Robot Firefighter: Finding a safe route on the map”	Fire	2	2 x 45′
12	“In the Eye of the Fire” — VR 360° simulation	Fire	2	2 x 45′
13	“Our own Volcano” — Model and eruption experiment	Volcano	2	2 x 45′
14	“How do I stay safe?” — Flood poster (Before–During–After)	Flood	3	2 x 45′
15	“The Numbers that Save Lives” — Poster and digital puzzle	All hazards	3	2 x 45′
16	“Journey to the Centre of the Earth” — 3D & AR	Earthquake	3	2 x 45′
17	“From School to the Assembly Point” — Scratch	Earthquake	3	2 x 45′
18	“The Earthquake Alarm” — LEGO WeDo 2.0	Earthquake	3	2 x 45′
19	“Which Building Withstands?” — Stability experiment	Earthquake	3	2 x 45′
20	“Drop, Cover, Hold On!” — Escape plan and drill	Earthquake	3	2 x 45′

Activity 1: "Creating our own Magic Digital Book with the help of AI!"

Thematic Area

Earthquake	X	Fire		Flood	

Students' Grades

1	X	2		3		4		5		6	

Teaching time	2 teaching hours (2 x 45 minutes)
Title / Topic	**"Creating our own Magic Digital Book with the help of AI!"**
Summary	Grade 1 students become the "directors" and "publishers" of their own interactive digital book on earthquake protection. Having learned the basic self-protection rules, each group chooses a protection scene, describes it in words to an Artificial Intelligence tool (prompting) and selects the most representative of the images the AI produces. The images are composed in the Book Creator platform together with short texts and captions written by the children themselves. The activity naturally combines language development (precise description, captions), technology (AI, digital publishing) and art (aesthetic selection of images), following the STEAME approach. At the same time it consolidates the protection rules in a creative way: in order to "order" the right picture from the AI, children must first deeply understand the rule they want to illustrate. The final e-book is shared with the school community and families, turning the students into "ambassadors" of preparedness.
DRR (EMKK) Objectives	Students are expected: a. To consolidate the basic protection measures before, during and after an earthquake by transforming them into images and texts. b. To describe a scene accurately and completely in words, so that the AI tool produces the desired result (first contact with prompting). c. To critically evaluate and select among the images produced by the AI, justifying their choice. d. To combine image and text into digital book pages, organising information in a logical order. e. To collaborate in groups, sharing roles (description, image selection, caption writing). f. To develop a positive, creative relationship with technology as a tool for learning and expression.
Subject Curriculum Objectives	**Subject** / **Unit** / **Objectives** **Language** / Oral and written expression / a. Accurate oral description of a scene (who, where, doing what). b. Writing simple captions and short texts for the pages of the book.

	ICT	Digital creation and expression	a. Familiarisation with an AI image-generation tool and with the Book Creator platform. b. Understanding that the computer follows our instructions — the better the description, the better the result.
	Arts	Aesthetic education – Digital art	- Observation, comparison and aesthetic evaluation of images; AI image creation as a new form of digital art.
	Environmental Studies	Natural phenomena – Protection	- Consolidation of earthquake protection rules through their visualisation.
Learning Outcomes for DRR	By the end of the activities, students will be able to: a. State correctly at least three earthquake protection rules and represent them with an image and caption. b. Compose a simple, clear description (prompt) that leads to a suitable image. c. Select the most appropriate image among alternatives, with justification. d. Produce a complete digital book page (image + text) in collaboration with their group. e. Present the e-book in class and explain the page they created.		
Resources / Materials	a. Tablets or computers with access to an AI image-generation tool (operated/supervised by the teacher). b. Book Creator platform (bookcreator.com) for composing the e-book. c. Interactive whiteboard for shared viewing and image selection. d. Cards with the protection rules (EPPO/OASP material) as an "idea bank" for the scenes. e. Page-planning sheet: "Our scene – Our words – Our caption".		
Activities	**Stage 1 — Warm-up and planning (15′)** The class recalls the protection rules with the help of the EPPO cards. The teacher presents the mission: "We will make our own book to teach other children what to do in an earthquake — and a magic helper, Artificial Intelligence, will help us!" Each group (3–4 children) picks one rule and completes the planning sheet: which scene will their page show (e.g. "children protecting themselves under the desk"). **Stage 2 — Designing the image with AI (30′)** Each group formulates the description of its scene orally; the teacher types it into the AI tool in front of the children, on the interactive whiteboard. The group observes the generated images and discusses: "Does it show what we wanted? What is missing? How can we ask for it better?" If needed, the description is improved and generation is repeated — the children experience first-hand that precise language brings better results. Each group selects its final image with justification. **Stage 3 — Composition in Book Creator (30′)** The images are imported into Book Creator. Each group writes (with support where needed) the caption and a short text for its page — e.g. "When the earth shakes: Drop, Cover, Hold		

	On!" Background colours and page order are chosen, and a cover is added with a title voted by the class. **Stage 4 — Presentation and dissemination (15′)** The completed e-book is projected on the interactive whiteboard; each group presents its page and explains its rule. The book is shared with families and the other classes of the school. Reflection: "What did we learn about earthquakes? What did we learn about Artificial Intelligence?"

Activity 2: "The Superheroes' Backpack: What will I take with me?"

Thematic Area

Earthquake	X	Fire		Flood	

Students' Grades

1	X	2		3		4		5		6	

Teaching time	2 teaching hours (2 x 45 minutes)
Title / Topic	**"The Superheroes' Backpack: What will I take with me?"**
Summary	An experiential decision-making activity in which students learn to organise the family Emergency Backpack. The teacher brings real objects to class — essential ones and "traps" — and the children, working in groups, must choose only what is really needed and fits in the backpack. Through sorting into categories (Survival, Communication, Health), Mathematics meets Civil Protection, while the discussion about the "why" of each choice cultivates argumentation. The activity does not stop at knowledge: each child undertakes to prepare the family emergency backpack at home with their parents, using the illustrated checklist of the class. School learning is thus transferred to real life and the children become carriers of preparedness for the whole family — a fundamental principle of Disaster Risk Reduction Education.
DRR (EMKK) Objectives	Students are expected: a. To understand the purpose of the emergency backpack and when we need it. b. To distinguish essential from non-essential items, developing decision-making skills under constraint (limited space). c. To sort objects into categories using criteria (Survival – Communication – Health). d. To justify their choices with simple arguments ("we need it because…"). e. To learn where the backpack is kept at home (near the exit) and who takes it during evacuation. f. To transfer the knowledge to their family by participating in preparing the family backpack.

Subject Curriculum Objectives

Subject	Unit	Objectives
Mathematics	Sorting – Grouping – Problem solving	a. Grouping objects by criteria, counting, comparing sets. b. Solving a problem with constraints: "only 8 items fit — which do we choose?"
Language	Oral expression – Argumentation	- Justifying choices, negotiating within the group, presenting to the class.
Environmental Studies	Civil Protection – Preparedness	- Understanding the importance of preparing before a disaster.

Learning Outcomes for DRR	By the end of the activities, students will be able to: a. Name at least six essential items of the emergency backpack (water, dry food, torch, whistle, radio, first-aid kit). b. Sort the objects correctly into the three categories (Survival, Communication, Health). c. Justify why an object is or is not essential. d. Know where the backpack should be kept at home. e. Participate in preparing the family backpack using the checklist.
Resources / Materials	a. A real backpack and real objects: small water bottles, cereal bars, torch with batteries, whistle, portable radio, first-aid kit, tissues, keys. b. "Traps": toys, tablet, a large book, a ball — objects that do not belong in the backpack. c. Three hoops or boxes labelled: Survival – Communication – Health. d. Illustrated backpack checklist for home (one per child). e. EPPO / Civil Protection material on the contents of the emergency backpack.
Activities	**Stage 1 — Warm-up: "We must leave — what do we take?" (10′)** The teacher sets the scenario: "After a big earthquake we may need to stay outside the house for a few hours. What would we want to have with us?" The children make free suggestions which are written on the board — without correction yet. **Stage 2 — The selection game (25′)** All the objects (essential and "traps") are spread in the centre of the classroom. Each group takes turns choosing one object for the backpack, justifying: "We take it because…". The class agrees or disagrees with arguments. The constraint rule ("only what fits and what we can carry") forces the children to prioritise: the favourite toy stays out, the water goes in first. **Stage 3 — Sorting into categories (25′)** The selected objects are sorted into the three hoops: Survival (water, food), Communication (whistle, radio), Health (first-aid kit, hygiene items). The "difficult" cases are discussed (where does the torch belong?) and the items of each category are counted. Finally, one group ceremonially fills the class backpack and the class discusses where it will be kept (near the door). **Stage 4 — The home mission (10′ + family homework)** Each child takes the illustrated checklist with the mission to prepare the family backpack with their parents and tick ✓ everything they found. The following week the children report to the class how the "mission" went and what difficulties they encountered.

Activity 3:"Earthquake Dance: We become Music Stars!"

Thematic Area

Earthquake	X	Fire		Flood	

Students' Grades

1	X	2		3		4		5		6	

Teaching time	2 teaching hours (2 x 45 minutes)
Title / Topic	**"Earthquake Dance: We become Music Stars!"**
Summary	Students transform the earthquake self-protection rules into a song and choreography. Starting from the key words "Drop, Cover, Hold On", the children become lyricists: they create simple rhythmic verses describing what we do when "the earth dances". The lyrics are fed into an AI music-generation tool (e.g. Suno) and the class chooses the musical style — cheerful and rhythmic, so that the melody "sticks" and recalls the protection movements. Rhythmic memorisation is a powerful tool for young ages: what is sung is remembered. In parallel, the choreography with movements matching the protection instructions consolidates the protocol physically, while the joyful atmosphere of the "performance" defuses the anxiety that may accompany the topic of earthquakes. The song is reused in the school preparedness drills, functioning as an audio "anchor" of calmness.
DRR (EMKK) Objectives	Students are expected: a. To memorise the "Drop, Cover, Hold On" protocol through rhythm and melody. b. To create simple rhyming verses with the key protection words. c. To match body movements to the protection instructions (choreography). d. To get to know an Artificial Intelligence music tool as a means of creation. e. To emotionally defuse the topic of earthquakes through music, dance and the joy of collective creation.
Subject Curriculum Objectives	**Subject** / **Unit** / **Objectives** **Music** / Rhythm – Song – Creation / - Sense of rhythm and metre, performing a song with movement, first contact with music creation using digital tools. **Language** / Poetic language – Rhyme / - Creating simple verses, playing with rhymes and repetition. **Physical Education** / Movement and rhythm / - Performing movements with precision and synchronisation to the rhythm of the music. **Environmental Studies** / Earthquake protection / - Consolidating the self-protection steps through rhythmic repetition.
Learning Outcomes for DRR	By the end of the activities, students will be able to: a. Sing the class song and perform the corresponding protection movements in synchronisation. b. Recite the three steps "Drop, Cover, Hold On" from memory.

	c. Participate in creating rhyming verses. d. Perform the self-protection position immediately and correctly when the song/signal is heard during a drill.
Resources / Materials	a. AI music-generation tool (e.g. Suno) — operated by the teacher. b. Speakers / interactive whiteboard for playback. c. Poster board for writing the lyrics in large letters. d. Sample verse: "I drop, I cover, I hold on tight / calm inside with all my might! / I count to ten, slow and low / and everything will be OK, I know!"
Activities	**Stage 1 — The lyric-writing team (25′)** The class recalls the three protection steps. With guidance, the children propose rhyming words and compose a verse and a chorus. The lyrics are written on a large poster and read rhythmically with clapping. **Stage 2 — The AI sets our lyrics to music (20′)** The teacher enters the lyrics into the AI tool in front of the children. The class listens to 2–3 versions in different styles (pop, kids dance) and votes for its favourite. Discussion: "How did this happen? We wrote the words — the machine made the music!" **Stage 3 — Rehearsal and choreography (30′)** The children learn the song and create movements matching the instructions: at "drop" they go down on their knees, at "cover" they put their hands over their heads, at "hold on" they grab their "desk", at "count to ten" everyone counts aloud on their fingers. **Stage 4 — The big performance (15′)** The class sings and dances all together — learning becomes a celebration! The song is recorded/saved and it is agreed that it will accompany the school preparedness drills, so that the protection steps are recalled automatically with the melody.

Activity 4:"The Great Exit of the Earthquake Heroes!" — Experiential preparedness drill

Thematic Area

Earthquake	X	Fire		Flood	

Students' Grades

1	X	2		3		4		5		6	

Teaching time	2 teaching hours (2 x 45 minutes)
Title / Topic	**"The Great Exit of the Earthquake Heroes!" — Experiential preparedness drill**
Summary	The culmination of the earthquake unit: a complete experiential simulation drill in which students apply in practice everything they have learned. At the sound of the signal, the children perform the "Drop, Cover, Hold On" protocol under their desks; when the "shaking" stops, they evacuate the classroom calmly and in order, following the pre-agreed route to the assembly point in the schoolyard. The drill is designed to be joyful and empowering, not frightening: the walk to the yard becomes a "musical march" with the protection song, and at the assembly point the children raise their poster high, showing the whole school that they are ready and informed. The reflection that follows ("what we did well, what we will improve") introduces children to the logic of continuous improvement of preparedness — just as real Civil Protection teams do.
DRR (EMKK) Objectives	Students are expected: a. To apply the "Drop, Cover, Hold On" protocol accurately and calmly at the sound of the signal. b. To know and follow the evacuation route of their classroom to the assembly point. c. To understand the rules of safe exit: we do not run, we do not push, we do not go back, we help anyone in difficulty. d. To manage their anxiety through preparation, repetition and the song. e. To reflect on the execution of the drill and propose improvements.
Subject Curriculum Objectives	See table below
Learning Outcomes for DRR	By the end of the activities, students will be able to: a. Perform the self-protection position within a few seconds of the signal. b. Evacuate the classroom calmly, in line, without running or pushing. c. Reach the correct assembly point following the correct route.

Subject	Unit	Objectives
Environmental Studies	Civil Protection – Our school	- Getting to know the school emergency plan and the assembly point area.
Physical Education	Motor skills – Orientation	- Body control (quick cover), moving in line safely, orientation in the school space.
Language	Oral expression – Reflection	- Describing the experience, formulating observations and improvement suggestions.

	d. State at least one safe-exit rule and one suggestion for improving the drill. e. Show a spirit of mutual help during the evacuation.
Resources / Materials	a. School emergency plan and evacuation plan; route signage. b. Audio signal (bell/alarm) in agreement with the school management. c. The class "Earthquake Song" and the Big Poster from previous activities. d. The class emergency backpack. e. Drill observation sheet (for the reflection).
Activities	**Stage 1 — Preparation and slow-motion rehearsal (20′)** The class studies the evacuation plan: where the exit is, what the route is, where the assembly point is. A slow rehearsal of the movements follows: cover under the desk, count to ten, stand up, line up. The 4 golden rules are recalled: I don't run – I don't push – I don't go back – I help. **Stage 2 — The drill (25′)** The signal sounds: "Earthquake!" The children immediately apply "Drop, Cover, Hold On" and count to ten. At the "end of the shaking", the teacher takes the backpack, the children line up holding on to each other and exit calmly, singing their song softly for courage — the "Musical March" of safety. **Stage 3 — At the assembly point (15′)** In the yard, a head count takes place ("Are we all here?") — the children understand why we count. They raise their Big Poster high, showing the school that they are ready and informed. The moment is photographed for the class diary. **Stage 4 — Reflection (30′)** Back in the classroom, a circle discussion: "What did we do well? What was difficult? How did we feel?" Two or three points for improvement are recorded on the observation sheet for the next drill. Closing message: "We are not afraid of the earthquake — we know it and we are ready!"

Activity 5: "Detectives at Home: Dangerous or Safe?"

Thematic Area

Earthquake		Fire	X	Flood	

Students' Grades

1	X	2		3		4		5		6	

Teaching time	2 teaching hours (2 x 45 minutes)
Title / Topic	**"Detectives at Home: Dangerous or Safe?"**
Summary	Students take on the role of "safety detectives" and learn to spot fire hazards inside the home. Evaluating pictures of everyday scenes — lit candles next to curtains, overloaded power strips, matches in a drawer within children's reach, but also the smoke detector "guarding" the ceiling — the children classify the situations as "safe" (green) and "dangerous" (red), justifying each decision. The activity cultivates critical thinking and detailed observation: danger often "hides" in familiar, everyday images, and the aim is for children to develop the "eye" that spots it early. Special emphasis is given to the smoke detector as the "guardian angel" of the home. The activity concludes with a real "investigation" by the children in their own home together with their parents — transferring prevention from the classroom to the family.
DRR (EMKK) Objectives	Students are expected: a. To distinguish dangerous from safe situations related to fire inside the home. b. To recognise the most common sources of danger: matches/lighters, candles, power strips, flammable items near heat sources. c. To understand the function and importance of the smoke detector. d. To justify their judgements with simple arguments ("it is dangerous because…"). e. To adopt preventive behaviours ("matches are not toys — I tell an adult"). f. To carry out the "safety check" in their own home with the help of their parents.
Subject Curriculum Objectives	See table below
Learning Outcomes for DRR	By the end of the activities, students will be able to: a. Correctly classify at least eight picture-situations as "safe" or "dangerous".

Subject	Unit	Objectives
Environmental Studies	My home – Safety in everyday life	- Recognising hazards in the home environment and adopting rules of safe behaviour.
Language	Oral expression – Justification	- Describing pictures in detail and justifying the "safe/dangerous" judgements.
Mathematics	Sorting – Tables	- Sorting cards into two sets and counting/comparing their elements.
Arts	Colour and symbol	- Using the green/red colour code and drawing danger symbols.

	b. Justify the classification with a simple argument for each picture. c. Explain what the smoke detector does and why it saves lives. d. State what they must do if they find matches or a lighter (don't touch — tell an adult). e. Carry out the "detective check" at home with their parents.
Resources / Materials	a. Worksheet "Dangerous or Safe?" (Station 2 of the material "Becoming the Hero of my Home"). b. Pictures/cards with scenarios of correct and incorrect use of electrical appliances and flammable materials. c. Green and red stickers or markers. d. Picture/real smoke detector for demonstrating its sound. e. "Detective Investigation at my home" sheet for the family homework.
Activities	**Stage 1 — We become detectives (10′)** The teacher presents the mission: "Safety detectives see what others walk past!" A first picture is shown and the children are invited to "investigate": what do we see? Is there anything that could start a fire? **Stage 2 — Investigation and argumentation (30′)** The pictures are presented one by one (a socket with many cables, a candle next to a curtain, matches in an open drawer, an unattended frying pan, a smoke detector, switched-off appliances). For each picture, the children take a position and justify: "It is dangerous because matches are not toys", "It is safe because the detector warns us." The sound of the smoke detector is played and its role as "guardian angel" is explained. **Stage 3 — Sorting with the colour code (25′)** On the worksheet, students circle the safe pictures in green and the dangerous ones in red. The class cards are posted in two columns on the board and counted. Discussion: "What can WE do about each red picture?" — the children propose the correction (blow out the candle, call an adult, etc.). **Stage 4 — Investigation at home (10′ + family homework)** Each child takes the "Detective Investigation" sheet: together with their parents they check the house (Is there a smoke detector? Are the matches up high? Is the power strip not overloaded?) and note the findings. At the next meeting, the "detectives" report what they discovered and what their family corrected.

Activity 6: "Lifeline: Learning to Call 199"

Thematic Area

Earthquake		Fire	X	Flood	

Students' Grades

1	X	2		3		4		5		6	

Teaching time	2 teaching hours (2 x 45 minutes)
Title / Topic	**"Lifeline: Learning to Call 199"**
Summary	Students practise memorising the Fire Service emergency number (199) and handling an emergency phone call correctly. Through role play with the teacher as "operator", the children learn to give the critical information calmly and clearly: who is calling, what is happening, where exactly. A child's ability to make such a call correctly can literally save lives. Particular weight is given to distinguishing a real emergency from a prank call: the class discusses why false calls are dangerous (they keep the firefighters busy while someone else needs them) and responsibility towards the emergency services is cultivated. The activity concludes with the creation of a personal card with the number 199 and the child's details, to be placed next to the family telephone.
DRR (EMKK) Objectives	Students are expected: a. To memorise the emergency number 199 (and get to know the European number 112). b. To recognise when it is necessary to call the Fire Service and when not. c. To state their personal details (full name, address) clearly and calmly in a simulated call. d. To transmit the three critical pieces of information of a call: who – what – where. e. To understand the responsibility that accompanies emergency numbers (no prank calls). f. To cultivate calmness and self-confidence in handling an emergency.

Subject Curriculum Objectives

Subject	Unit	Objectives
Language	Oral communication in real situations	- Clear, organised oral communication: introducing oneself, describing an event, answering questions.
Mathematics	Numbers – Recognition and writing	- Recognising, writing and memorising the number 199; games with its digits.
Environmental Studies	People who help us	- The role of the Fire Service and the emergency services in the community.
Arts	Card making	- Designing and decorating the "199" card for home.

Learning Outcomes for DRR	By the end of the activities, students will be able to: a. Recall the number 199 immediately and connect it with the Fire Service. b. Say their full name and address clearly in role play. c. Transmit the "who – what – where" information correctly in a simulated call. d. Explain why we never make prank calls. e. Make and place at home the card with the emergency numbers.
Resources / Materials	a. Worksheet "We call for help!" (Station 4 of the material). b. Two old/toy telephones for the role play. c. Scenario cards (fire in a saucepan, smoke from a balcony, burning dry grass — and "traps": a cat in a tree, a lost toy). d. Poster board, markers, stickers for the "199" card.
Activities	**Stage 1 — Getting to know the number (20′)** The number 199 is presented with a story: "Three digits that run faster than the fire engine!" The children find and colour the number on the worksheet, trace it with their finger in the air, "dial" it on the toy telephone. The 112 is also mentioned as the European number for every emergency. **Stage 2 — What do we say when we call? (25′)** The "triptych" of the call is taught: WHO I am (full name) – WHAT is happening (I see smoke/fire) – WHERE (address). Each child practises saying their name and address clearly. Emphasis: we speak slowly, we do not hang up until the operator tells us to. **Stage 3 — Role play (30′)** With the scenario cards, each child takes a turn in the role of the "citizen" reporting a fire, while the teacher plays the Fire Service operator, asking the real questions. With the "traps" (cat in a tree, lost toy) the class discusses: is this a job for 199? When do we call and when not? Why can a prank call cost a life elsewhere? **Stage 4 — The lifeline card (15′)** Each child makes and decorates their card with 199 (and 112), their full name and address. The card goes home to be placed near the family telephone — turning classroom knowledge into a tool for the whole household.

Activity 7: "Operation Exit: Low under the Smoke"

Thematic Area

Earthquake		Fire	X	Flood	

Students' Grades

1	X	2		3		4		5		6	

Teaching time	2 teaching hours (2 x 45 minutes)
Title / Topic	**"Operation Exit: Low under the Smoke"**
Summary	An experiential activity of motor practice in escaping correctly from a smoke-filled space. Students learn the "golden rule": smoke rises — clean air is near the floor, so we get down low and crawl towards the exit. Using tables and sheets, a safe "smoke tunnel" is created in the classroom environment, through which the children practise moving low, calmly and oriented towards the exit. The motor experience is complemented by spatial-thinking exercises: on the maze worksheet, children plot the escape route from a house avoiding the rooms with fire, and then draw their own simple "escape plan" from their bedroom to the front door, with two alternative exits and a family meeting point. The "Stop, Drop and Roll" technique for clothes catching fire is also taught.
DRR (EMKK) Objectives	Students are expected: a. To understand that smoke rises and that clean air is found low. b. To physically apply the low-escape technique (crawling with the head low). c. To perform the "Stop, Drop and Roll" technique for clothes on fire. d. To plan an escape route avoiding obstacles (fire, smoke) on a representation of a space. e. To learn the concept of the family "meeting point" outside the house. f. To keep calm by performing practised, automatic movements.
Subject Curriculum Objectives	See table below
Learning Outcomes for DRR	By the end of the activities, students will be able to: a. Explain why we move low when there is smoke.

Subject	Unit	Objectives
Physical Education	Motor skills – Crawling	- Performing controlled crawling, safe rolling, moving at restricted height.
Mathematics	Spatial awareness – Routes	- Reading a simple floor plan, solving a maze, the concepts "left/right/straight".
Environmental Studies	Safety at home	- Behaviour rules in a fire: we do not hide, we do not take things, we get out and stay out.
Arts	Drawing	- Drawing a simple floor plan of the room and the escape line.

	b. Cross the "smoke tunnel" crawling correctly, head low, towards the exit. c. Perform correctly the three steps "Stop, Drop and Roll". d. Solve the escape maze avoiding the rooms with fire. e. Draw a simple escape plan with two exits and a meeting point.
Resources / Materials	a. Tables, chairs and large sheets for building the "smoke tunnel". b. Fire and smoke pictures/symbols for marking the "obstacles". c. Worksheet "Escape from the smoke" (maze — Station 3 of the material). d. Fabric/gym mat for the "Stop, Drop and Roll" exercise. e. Paper and pencils for the home escape plan.
Activities	**Stage 1 — Why low? Theory into practice (15′)** The teacher explains with a simple example that hot smoke rises (like steam from soup), which is why clean air stays near the floor. The rules are discussed: we do not hide under beds or in wardrobes, we do not go back for toys, we get out and stay out. **Stage 2 — The smoke tunnel (30′)** The "tunnel" is set up with tables and sheets and the "obstacles" are marked with the fire pictures. The children, one by one and then in small groups, cross the tunnel crawling with their heads low, following the lit "exit". Repetitions with variations: the exit position changes, a "blocked corridor" is added so they must choose the alternative route. **Stage 3 — Stop, Drop and Roll (20′)** Teaching the technique for clothes on fire: STOP (don't run — running feeds the flame), DROP to the ground, ROLL covering the face. Practice on the mat in playful form, repeated until the movement becomes automatic. **Stage 4 — The maze and the escape plan (25′)** On the worksheet, children find the route leading out of the house avoiding the rooms with fire and draw the line to the "Meeting Point". They then draw their own simple escape plan (bedroom → front door, with a second alternative exit) to complete at home with their parents, also agreeing the family meeting point.

Activity 8: "Hermes and the Flood" — A story and the neighbourhood map

Thematic Area

Earthquake		Fire		Flood	X

Students' Grades

1	X	2		3		4		5		6	

Teaching time	2 teaching hours (2 x 45 minutes)
Title / Topic	**"Hermes and the Flood" — A story and the neighbourhood map**
Summary	Using the story "Hermes and the Flood" as a vehicle, students get to know the phenomenon of flooding through the safe distance of narration and connect it with their own place: the river, the streets and the low points of their neighbourhood. The story provides the emotional framework — what the hero feels as the water rises, who helps him, how he is saved — and opens the discussion about the causes and consequences of floods in words a six-year-old can understand. In the second part, narrative becomes geography: on a simple map/aerial photo of the neighbourhood, children locate the school, the river and their street, and mark in red the points that may flood and in green the safe, high points. Thus, from the very first grade, the "spatial awareness of risk" is built: knowing where we are at risk and where we are safe in our own place — the foundation of every local protection plan.
DRR (EMKK) Objectives	Students are expected: a. To understand through the story what a flood is, what causes it and what its consequences are. b. To express and process emotions (fear, anxiety, relief) through the heroes of the story. c. To recognise elements of the natural environment of their neighbourhood (river, stream, low/high points). d. To locate on a simple map the risk points and the safe points of their area. e. To state simple protection rules: we stay away from the water, we listen to the adults, we go to high ground.

Subject Curriculum Objectives

Subject	Unit	Objectives
Language	Listening – Comprehension – Retelling	- Understanding a narrative, retelling in time order, enriching vocabulary (flood, riverbank, the water rises/falls).
Environmental Studies	My neighbourhood – The natural environment	- Recognising elements of the natural and built environment and first contact with the concept of the map.
Arts	Drawing – Mapping	- Depicting scenes of the story and marking the map with a colour code.

Learning Outcomes for DRR	By the end of the activities, students will be able to: a. Retell the story of Hermes in the correct time order. b. Explain in simple words why the hero's place flooded. c. Locate on the neighbourhood map the school, the river and at least one "red" and one "green" point. d. State three flood protection rules. e. Express their feelings about the story in words or drawing.
Resources / Materials	a. The story "Hermes and the Flood" (printed or digital). b. A simple map or aerial photo of the school neighbourhood (printed large). c. Red and green stickers/markers for the marking. d. Photos of floods in the area (selected, mild, without traumatic images). e. Drawing paper and colours.
Activities	**Stage 1 — The narration (25΄)** Narration of the story with its pictures. Prediction pauses: "What do you think will happen now? What will Hermes do?" After the reading, a comprehension and feelings discussion: Why did it flood? How did the hero feel? Who helped him? What did he learn? **Stage 2 — From the story to our neighbourhood (20΄)** Two or three mild photos of a real flood in the area are shown. The children make the connection: "Does what happened to Hermes happen here too?" The river/stream of the area and the points that "collect water" when it rains hard are identified orally. **Stage 3 — The map of risk and safety (30΄)** On the large neighbourhood map, the children first find the school and their home (with help). Then, with guiding questions ("Where is the river? Is this road low or high?"), they stick red stickers on the points that may flood and green ones on the high, safe points. "Our Neighbourhood Map" is displayed in the classroom. **Stage 4 — Expression and closure (15΄)** Each child draws the scene of the story that impressed them most, or the "rescued" Hermes at the high, safe point. Closing with the three class rules: "Away from the water — I listen to the adults — I go up high".

Activity 9: "Water Experiments: Where does the rain go?"

Thematic Area

Earthquake		Fire		Flood	X

Students' Grades

1	X	2		3		4		5		6	

Teaching time	2 teaching hours (2 x 45 minutes)
Title / Topic	**"Water Experiments: Where does the rain go?"**
Summary	Students experimentally investigate the fundamental question behind every flood: where does the rainwater go? At three simple experiment stations, the children pour "rain" on soil, sand and a sponge, observe where the water is absorbed and where it pools, and test what happens when the rain is light and what happens when it is sudden and heavy. Finally, they safely "flood" a small model village and discover for themselves what protects it: channels, barriers, high ground. The activity follows the steps of the scientific method adapted to Grade 1 — predict, try, observe, tell what I saw — and builds the first scientific explanation of the phenomenon: a flood happens when the water is more, or faster, than the ground can "drink". On this fundamental idea, the concepts of runoff, saturation and flood protection will be built in later grades.
DRR (EMKK) Objectives	Students are expected: a. To observe that different materials/grounds absorb water differently. b. To find that saturated ("full") ground does not absorb any more water. c. To connect the amount and speed of the rain with the creation of a flood. d. To discover simple "protection works" (channel, barrier, high ground) by testing them on the model. e. To practise the steps: predict – try – observe – conclude.
Subject Curriculum Objectives	

Subject	Unit	Objectives
Environmental Studies	Water – Weather	- Observing the behaviour of water in nature and connecting rain–ground–flood.
Mathematics	Comparisons – First measurements	- Comparisons "more/less", "fast/slow", measuring with cups.
Language	Oral expression – Description	- Formulating predictions and describing observations with the new vocabulary (absorbs, overflows, pools).

Learning Outcomes for DRR	By the end of the activities, students will be able to: a. Describe what happened to the water at each of the three stations (soil, sand, sponge). b. Explain in their own words why the soaked sponge "cannot drink any more".

	c. State the class conclusion: "A flood happens when the water is more than the ground can hold." d. Show on the model at least one way of protecting the village.
Resources / Materials	a. Three basins/trays with soil, sand and a large sponge (experiment stations). b. Watering cans or bottles with holes ("rain clouds"), measuring cups. c. Small model "village": container with soil, little houses/blocks, figures. d. Pebbles and sticks for the "protection works". e. Illustrated observation sheet (I draw what I saw at each station). f. Aprons/towels — and a good mood for a little water everywhere!
Activities	**Stage 1 — The question and the predictions (15′)** Warm-up: "It rained yesterday. Where did all that water go?" The children offer ideas. The three stations are presented and the children predict: "Which will drink the most water — the soil, the sand or the sponge?" The predictions are noted with symbols on the board. **Stage 2 — Experimenting at the stations (30′)** The groups rotate through the three stations: they pour the same "cup of rain" on soil, sand and sponge and observe: where did the water disappear quickly? where did a puddle stay? Then they try the critical step: they pour a second and a third cup on the already soaked sponge — and watch the water overflow. Every observation is drawn on the sheet. **Stage 3 — We flood the village (safely!) (25′)** On the village model, we first pour "gentle rain" (nothing happens) and then a "downpour" — the water runs down, gathers at the low points and reaches the little houses. The children propose and test solutions: they open a channel for the water to escape, build a small dam with pebbles, move the houses to the hill. Each solution is tested with new "rain". **Stage 4 — What did we learn? (20′)** A synthesis discussion with the observation sheets: the ground "drinks" the water, but when the water is a lot and fast, the ground "gets full" and the water spreads — that is the flood. The class conclusion is formulated and displayed together with the drawings. Connection with life: "That is why we never play near the stream when it rains hard."

Activity 10: "The Forest Before and After the Fire"

Thematic Area

Earthquake		Fire	X	Flood	

Students' Grades

1		2	X	3		4		5		6	

Teaching time	2 teaching hours (2 x 45 minutes)
Title / Topic	**"The Forest Before and After the Fire"**
Summary	Students investigate the effects of forest fires on the environment, animals and people, through carefully selected visual material and artistic creation. After watching short educational videos, the children discuss the causes of fires (natural and human-induced) and the factors that help fire spread, and record the key information in a simple three-column table: causes – consequences – ways of protection. The heart of the activity is the diptych artwork "Before and After": each child draws, on two halves of the same sheet, the living green forest with its animals — and the same landscape after the fire. The visual comparison makes the seriousness of the loss tangible in a way words cannot, while the discussion that follows deliberately turns towards hope: the forest can be reborn, and we can help it — above all by making sure it is not wounded again.
DRR (EMKK) Objectives	Students are expected: a. To describe the main consequences of a forest fire for the trees, the animals, the soil and people. b. To state the main causes of fires, distinguishing natural from human-induced ones. c. To recognise the factors that favour the spread of fire (drought, heat, wind). d. To express emotions and empathy for the animals and people affected. e. To cultivate an attitude of hope and responsibility: the forest regenerates and we protect it.
Subject Curriculum Objectives	See table below
Learning Outcomes for DRR	By the end of the activities, students will be able to: a. Complete correctly the table "causes – consequences – protection". b. Create the "Before and After" diptych clearly rendering the two states of the forest.

Subject	Unit	Objectives
Environmental Studies	Animals – The forest – Man and nature	- Understanding the forest as an ecosystem and the effects of fire upon it.
Arts	Drawing – Comparing images	- Depicting a landscape in two states, using colour to convey emotion.
Language	Oral expression – Organising information	- Participating in discussion, recording information in a table, describing their artwork.

	c. Express in words or image their feelings about the destruction and the hope of regeneration. d. State at least three rules for protecting the forest.
Resources / Materials	a. Selected educational videos on forest fires (age-appropriate, without harsh images). b. Drawing sheets divided in two ("Before" / "After"), coloured pencils, markers. c. Three-column table template: Causes – Consequences – Ways of protection. d. Photos of a burnt forest regenerating (shoots through the ash) for the closure.
Activities	**Stage 1 — I observe and learn from the videos (25΄)** Viewing of the videos focusing on three questions given in advance: What starts a fire? What helps it grow? What does it leave behind? A discussion follows and the "causes – consequences – protection" table is completed as a class. **Stage 2 — The "Before and After" diptych (35΄)** Each child draws on the left half the living forest (colours, animals, birds, the sounds you can "hear" from the picture) and on the right the same landscape after the fire. The teacher prompts thought with questions: "Where did the animals go? What colour is the soil now? What does it smell like?" **Stage 3 — Presentation and discussion of feelings (20΄)** The diptychs are displayed side by side and the children describe their works. Discussion of feelings: sadness, anger, worry — all have a place and are named. Emphasis on empathy for the animals that lose their home. **Stage 4 — Hope and responsibility (10΄)** The regeneration photos are shown: small shoots through the ash. The forest is reborn — slowly, and only if we let it. The class states its commitment: three rules so the forest is not wounded again, written under the artworks.

Activity 11: "Robot Firefighter: Finding a safe route on the map"

Thematic Area

Earthquake		Fire	X	Flood	

Students' Grades

1		2	X	3		4		5		6	

Teaching time	2 teaching hours (2 x 45 minutes)
Title / Topic	**"Robot Firefighter: Finding a safe route on the map"**
Summary	An educational robotics activity that links programming with understanding the behaviour of a forest fire. On a 5×4 grid a "forest" is set up: a tree in every square, with the fire engine at the start and a little house in danger as the target. The activity unfolds as an experiential narrative: with each round of the story (lightning strikes, wind blows, litter is present), some trees "catch fire" and the students must re-plan a safe route for the fire engine. The groups first plan the route with paper arrows (forward – right – left), "read" it aloud as an algorithm, and then test it with the Polytech R2 robot: the commands are turned into a programme in the Mind+ environment and the robot executes the route square by square. By comparing scenarios, the children understand that wind favours the spread of fire and that water and roads act as protective zones — while also learning that an algorithm is a series of precise commands executed in order.
DRR (EMKK) Objectives	Students are expected: a. To plan and describe routes on a grid with simple commands (forward, turn right, turn left). b. To understand the concept of the algorithm as a sequence of commands and to check/correct it. c. To recognise the factors that influence the spread of fire (wind, dense vegetation, litter). d. To understand the role of fire-protection zones (water, roads, cleared zones). e. To collaborate in groups, sharing roles (planner, command "reader", operator, checker).

Subject Curriculum Objectives

Subject	Unit	Objectives
ICT	Algorithms – Programming – Robotics	a. Designing and executing simple command sequences, checking and correcting (debugging) the solution. b. Getting to know a programmable robot and a visual programming environment.
Mathematics	Problem solving with games – Spatial concepts	- Counting steps/squares on a grid, orientation (forward/right/left), comparing route lengths.

	Environmental Studies	The forest – Natural hazards	- Understanding the factors of fire spread and the role of protection zones.
	Language	Precise oral expression	- Formulating clear, unambiguous commands — "the robot does what we say, not what we mean".
Learning Outcomes for DRR	By the end of the activities, students will be able to: a. Plan with arrows a correct route that avoids the "burning" squares. b. Find and correct an error in a command sequence. c. Explain why the safe route changed when "the wind blew" (the fire spread that way). d. Name at least two elements that act as protection zones. e. Collaborate effectively, rotating through the team roles.		
Resources / Materials	a. 5×4 grid on transparent plastic or paper. b. Cards/pictures: trees, fire, water, road, fire engine, little house. c. Printed command arrows (forward, right, left). d. Polytech R2 robot with Bluetooth, tablet with the R2 app (remote control) and computer with the Mind+ visual programming environment. e. Scenario-story of the fire's development (lightning → wind → protection zones).		
Activities	**Stage 1 — Setting up the forest and learning the commands (20′)** The trees are placed on the grid, the fire engine at the start and the little house at the target. The children learn the three arrow-commands and practise "dry": one child becomes the "robot" and executes on the floor exactly the commands the group gives — laughing at the mistakes and understanding how precise instructions must be. **Stage 2 — Scenario 1: The lightning (20′)** The story begins: "Last night lightning struck!" Two or three trees are replaced with fire. The groups plan with the arrows the safe route of the fire engine to the little house, read it aloud and test it first with remote control of the R2. **Stage 3 — Scenario 2: The wind is blowing! (25′)** The story continues: the wind pushes the fire and new squares "ignite" in its direction, while protection zones are added (a stream, a road) that the fire cannot cross. The groups re-plan, compare their routes (which is the shortest safe one?) and test again with the robot. Discussion: why did the fire go that way? what stopped it? **Stage 4 — From arrows to programme (25′)** In the final test, one child "reads" the commands of the winning route and the teacher converts them into a programme in Mind+, with short pauses for faithful square-by-square movement. The robot executes — and the "forest" applauds! Reflection: what does the programme have in common with our arrows? (It is the same algorithm, written in the robot's language.)		

Activity 12: "In the Eye of the Fire": Forest fire simulation with Virtual Reality (VR 360°)

Thematic Area

Earthquake		Fire	X	Flood	

Students' Grades

1		2	X	3		4		5		6	

Teaching time	2 teaching hours (2 x 45 minutes)
Title / Topic	**"In the Eye of the Fire": Forest fire simulation with Virtual Reality (VR 360°)**
Summary	Students approach the conditions of a forest fire safely and realistically through an experiential Virtual Reality experience. With VR headsets (or, alternatively, a 360° projection on tablets/interactive whiteboard) they watch the simulation "In the Eye of the Fire", which "places" them inside a burning forest: they see the smoke thickening, the fire moving with the wind, the rescue means intervening. The value of the experience lies not in the technology but in the processing that follows: in a discussion circle, the children describe what they observed (how the fire moved, how quickly visibility changed), name their feelings (fear, anxiety, need for help) and reach conclusions about the seriousness of the danger and the importance of early evacuation and prevention. The activity applies a full protocol for safe VR use at young ages: short exposure, voluntary participation, a flat-screen alternative for any child who prefers it.
DRR (EMKK) Objectives	Students are expected: a. To observe safely the characteristics of a forest fire: intensity, speed, smoke, direction of spread. b. To understand why early evacuation is the only correct choice for citizens. c. To express and process the feelings the experience provokes. d. To develop empathy for the people, animals and firefighters who face real fires. e. To become familiar with VR technology as a learning tool.
Subject Curriculum Objectives	See table below
Learning Outcomes for DRR	By the end of the activities, students will be able to: b. Describe at least three elements they observed in the simulation (smoke, speed, direction, sounds). c. Name their feelings and connect them with the seriousness of the real danger.

Subject	Unit	Objectives
Environmental Studies	Natural hazards – The forest	- Observing the behaviour of a fire and connecting it with the protection measures.
ICT	Digital media – Virtual reality	- Safe use of VR/360° technology and understanding simulation as a representation of reality.
Language	Oral expression – Expressing feelings	- Describing an experience accurately, naming and managing feelings, drawing conclusions.

	d. Explain why we move away immediately and do not stay "to watch" the fire. e. Formulate at least one conclusion about the importance of prevention.
Resources / Materials	a. VR headsets (or tablets/interactive whiteboard for 360° projection). b. 360° video "In the Eye of the Fire" (YouTube VR). c. Feeling cards/emoji for the discussion circle. d. Reflection sheet: "I saw… / I felt… / I understood… / I will be careful…".
Activities	**Stage 1 — Preparation and rules (15′)** The teacher explains what the children will see and stresses that it is a simulation — "as if we are there, but completely safe". The equipment rules are set: seated, short exposure (2–3 minutes), I raise my hand if I want to stop, and any child who prefers watches on the flat screen — no pressure. **Stage 2 — The VR experience (30′, in group shifts)** The groups take turns with the headsets, while the rest watch the 360° projection on the board, rotating the viewpoint. The teacher guides the observation in a calm voice: "Look where the smoke is going… What do you hear?… How far can you see?" **Stage 3 — Discussion circle (30′)** In a circle, with the help of the feeling cards, each child shares: what they observed, what they felt, what impressed or frightened them. The teacher normalises the feelings ("it is natural to fear fire — fear protects us when we listen to it correctly") and turns the discussion to the conclusions: fire moves fast, smoke hides the way — that is why we leave early and follow the instructions. **Stage 4 — Reflection and commitment (15′)** Completion of the sheet "I saw – I felt – I understood – I will be careful". The sheets are read voluntarily and displayed. Closing with the positive statement: "Fire is strong — but prevention is stronger."

Activity 13: "Our own Volcano" - Model construction and eruption experiment

Thematic Area

Earthquake [ ] **Fire** [ ] **Flood** [ ]

Other (specify): Volcano

Students' Grades

1 [ ] **2** [X] **3** [ ] **4** [ ] **5** [ ] **6** [ ]

Teaching time	2 teaching hours (2 x 45 minutes)
Title / Topic	**"Our own Volcano" — Model construction and eruption experiment**
Summary	The most beloved STEM activity of the volcano unit: students build a plaster volcano model in groups and then watch its "eruption" with the classic, safe experiment of baking soda with vinegar and red food colouring. Before construction, the children recall the parts of the volcano (magma, crater, lava, ash) and make sure their model renders them correctly — the construction thus becomes a check and application of knowledge, not mere craftwork. During the experiment, students observe the "lava" overflowing from the crater and running down the slopes, identify which areas around the volcano are most "at risk" and connect the observation with the concepts of danger zones and evacuation. The activity concludes with each group presenting its model and a short self-assessment, closing the unit in a creative, hands-on and unforgettable way.
DRR (EMKK) Objectives	Students are expected: a. To recognise and render on the model the basic parts of the volcano (crater, slopes, "magma chamber"). b. To describe in simple words what happens in a volcanic eruption. c. To observe the flow of the "lava" and identify the danger zones around the volcano. d. To understand at a first level the chemical reaction of the experiment (soda and vinegar "fizz" and push the liquid up). e. To collaborate in the construction and present their work.

Subject Curriculum Objectives

Subject	Unit	Objectives
Environmental Studies	Natural phenomena – Planet Earth	- Understanding the volcanic phenomenon and the concept of danger zones.
Arts	Constructions – Modelling	- Building a three-dimensional model with plaster, rendering the shape and colours of the volcano.
Mathematics	Measurements – Ratios	- Measuring the materials for the experiment mixture (spoonfuls of soda, amount of vinegar).
Language	Presentation – Description	- Presenting the model and describing the experiment with the correct terminology.

Learning Outcomes for DRR	By the end of the activities, students will be able to: a. Build a volcano model with a clearly visible crater and slopes. b. Name the parts of the volcano on their model. c. Describe what they observed during the "eruption" (where the lava went, which areas were "at risk"). d. Explain in simple words why people do not build on the slopes of active volcanoes.
Resources / Materials	a. Plaster (or clay/papier-mâché), a small plastic bottle for the "conduit", cardboard base. b. Paints (brown, grey, red) and brushes. c. Baking soda, vinegar, red food colouring, washing-up liquid (for richer "foam"), spoons and measuring cups. d. Little houses/trees for the "danger zone" around the volcano. e. Experiment observation sheet and self-assessment sheet.
Activities	**Stage 1 — We remember and plan (15΄)** A short revision of the parts of the volcano with pictures/cards. Each group sketches its model: where the crater will be, how steep the slopes, where the little houses of the "danger zone" will be placed. **Stage 2 — Building the model (35΄)** Around the plastic bottle (the volcano's "conduit") the groups mould the mountain with plaster, shape the crater and the slopes, and, when it dries, paint it. The little houses and trees are placed at the base. (If needed, construction and painting are split across two sessions.) **Stage 3 — The eruption! (25΄)** With measured quantities (2 spoonfuls of soda, a little washing-up liquid and colouring inside the "conduit", and the vinegar at the end), each group "triggers" its volcano. The children observe and record: where did the "lava" come out? which way did it flow? which little houses were "at risk"? Repeated with more "lava" for comparison. **Stage 4 — Presentation and self-assessment (15΄)** Each group presents its volcano: its parts, what the experiment showed, what they would advise the "inhabitants" of the area. A short self-assessment sheet is completed ("What I learned – What I liked – What I would like to learn next") and the models are exhibited in the class corner.

Activity 14: "How do I stay safe?" — The flood poster (Before – During – After)

Thematic Area

Earthquake		Fire		Flood	X

Students' Grades

1		2		3	X	4		5		6	

Teaching time	2 teaching hours (2 x 45 minutes)
Title / Topic	**"How do I stay safe?" — The flood poster (Before – During – After)**
Summary	Students organise their knowledge of flood protection along the fundamental axis of Civil Protection: what we do BEFORE (prevention and preparation), what we do DURING (protection) and what we do AFTER (safe return). The starting point is the educational video of the Environmental Education Centre of Kastoria, "Floods: How do I stay safe?", which presents the official guidance in a child-friendly way. After the viewing and the processing of the instructions, the groups each take one time phase and create their section for the class's big shared poster: they choose the most important instructions of their phase, rephrase them in their own simple words, illustrate them and organise them visually. The completed poster is displayed at the school entrance, so that the children's work informs the whole school community — turning students into active citizens who disseminate the knowledge of prevention.
DRR (EMKK) Objectives	Students are expected: a. To learn the flood protection measures organised in the three phases: before, during, after. b. To distinguish which phase each instruction belongs to and justify why. c. To transform the official instructions into simple, understandable messages for children. d. To collaborate in creating a shared, organised visual product. e. To take on the role of active citizen, disseminating knowledge to the school community.
Subject Curriculum Objectives	See table below
Learning Outcomes for DRR	By the end of the activities, students will be able to:

Subject	Unit	Objectives
Environmental Studies	Our place – Natural phenomena	- Understanding the flood phenomenon and the protection measures in each of its phases.
Language	Written expression – Instructional texts	- Writing short, clear instructions in imperative/advisory form, suitable for a poster.
Arts	Visual communication – Poster	- Organising image and text, using colour and symbols to convey a message.

	a. Correctly classify at least nine protection instructions into the three phases (three per phase). b. Formulate instructions in their own words, short and understandable. c. Compose as a group a poster section with a functional combination of image and text. d. Present and explain their section to the class.
Resources / Materials	a. Video "Floods: How do I stay safe?" (KEPEA-KPE Kastoria): https://www.youtube.com/watch?v=iXV4HDBqlhw b. Cards with the official instructions (from civilprotection.gr) for the classification game. c. Large poster board (divided into three zones: Before – During – After), markers, colours, scissors, glue. d. Computer/interactive whiteboard.
Activities	**Stage 1 — Viewing and processing (25΄)** The video is shown with two pauses for discussion. Then, with the instruction cards on the board, the class plays the classification game: each instruction ("We prepare a backpack", "We move away from streams", "We do not drink tap water before it is checked") is placed in the correct phase — Before, During or After — with justification. **Stage 2 — The groups take action (30΄)** Three groups, one per phase. Each group selects the 3–4 most important instructions of its phase, rewrites them simply and "child-friendly" (e.g. "Learn the way to the high point!") and designs the sketches to accompany them. **Stage 3 — Assembling the poster (25΄)** The three sections are joined on the large board with the three colour zones. A title voted by the class is added, along with the "signatures" of the creators. Each group presents its zone to the class. **Stage 4 — Dissemination (10΄)** The poster is displayed at the school entrance. Discussion: "Who will see it? What do we want everyone who reads it to remember?" Optional extension: photographing the poster and sending it to families through the class platform.

Activity 15: "The Numbers that Save Lives" — Poster and digital puzzle

Thematic Area

Earthquake		Fire		Flood	X

Other (specify): ***All emergencies***

Students' Grades

1		2		3	X	4		5		6	

Teaching time	2 teaching hours (2 x 45 minutes)
Title / Topic	**"The Numbers that Save Lives" — Poster and digital puzzle**
Summary	Students learn and consolidate the emergency numbers — 112 (European single number), 199 (Fire Service), 166 (Ambulance), 100 (Police) — and learn when to call each one and what information to give. The knowledge is organised in a group poster, where each number is presented with its colour, its symbol and its "profession", and with simple rules for making a correct call. The innovation of the activity lies in its digital extension: the poster is photographed and turned into a digital puzzle on the jigsawplanet.com platform. The children, solving the puzzle in pairs, reassemble the numbers and the instructions again and again — a playful, repeated exposure to the content that reinforces memorisation. The puzzle is shared with the families, so that the game (and the knowledge) continues at home.
DRR (EMKK) Objectives	Students are expected: a. To learn the basic emergency numbers and the service corresponding to each. b. To choose the correct number according to the type of emergency (fire, injury, danger). c. To know the information we give in a call (who – what – where) and the responsibility of correct use. d. To create organised visual material (poster) and transform it into a digital game. e. To become familiar with simple digital content-creation tools.

Subject Curriculum Objectives

Subject	Unit	Objectives
Environmental Studies	The services of the community	- Getting to know the emergency services and the role of each in the community.
Mathematics	Numbers – Number memory	- Recognising, writing and memorising three-digit numbers, games with their digits.
ICT	Digital creation – Educational games	- Converting printed material into a digital game (photographing, uploading, creating the puzzle) and safe use of the platform.
Arts	Poster – Symbols	- Designing with a colour code and a symbol for each service.

Learning Outcomes for DRR	By the end of the activities, students will be able to: a. Correctly match each number (112, 199, 166, 100) with its service. b. Choose the correct number in at least four scenarios. c. Compose a group poster with the numbers, symbols and calling rules. d. Solve the digital puzzle of the poster and share it with their family.
Resources / Materials	a. Service cards (Fire Service, Ambulance, Police, 112) with pictures of vehicles/symbols. b. Large poster board, markers, colours for the poster. c. Camera/tablet and computer with access to jigsawplanet.com. d. Ready example of a digital puzzle: https://www.jigsawplanet.com/?rc=play&pid=232834a33b53 e. Scenario cards for the number-choice game.
Activities	**Stage 1 — Who runs to help? (20′)** With the service cards, the children learn each number and its "profession". Scenario game: "I see smoke from a house — who do I call?", "Grandpa feels dizzy — who do I call?", "I don't know who to call — there is one number for everything!" (112). The call triptych is recalled: who – what – where, and the responsibility: never prank calls. **Stage 2 — Making the poster (35′)** The groups each take one number: they write the digits large and clear, draw the symbol/vehicle of the service, choose a colour code and add one simple rule ("Speak clearly!", "Say where you are!"). The sections are assembled on the big poster with a title voted by the class. **Stage 3 — From the poster to the digital puzzle (25′)** The poster is photographed and, with the teacher's help, uploaded to jigsawplanet.com where it becomes a puzzle (the children choose the number of pieces). The pairs solve the puzzle on the computer/tablet — and every time they assemble it, they "re-read" the numbers and the rules. **Stage 4 — Dissemination (10′)** The poster is displayed in the school corridor and the puzzle link is shared with the families through the class platform, with the invitation: "Play it with the children — and stick the numbers on the fridge!"

Activity 16: "Journey to the Centre of the Earth" — 3D and Augmented Reality (Mozaik & Merge)

Thematic Area

Earthquake	X	Fire		Flood	

Students' Grades

1		2		3	X	4		5		6	

Teaching time	2 teaching hours (2 x 45 minutes)
Title / Topic	**"Journey to the Centre of the Earth" — 3D and Augmented Reality (Mozaik & Merge)**
Summary	Students "travel" into the interior of the planet to discover where earthquakes are born. Through an interactive 3D environment (Mozaik Education) they explore the layers of the Earth — crust, mantle, outer and inner core — and observe the lithospheric plates: their position on the crust and the three ways they move (convergence, divergence, sliding). Then, with the Merge Object Viewer application, the plates "come alive" in augmented reality: the children rotate three-dimensional models in their hands and locate the regions of the world where most earthquakes occur. The activity gives children what no textbook image can: the sense of depth, scale and movement. Understanding that an earthquake is the natural result of the slow, perpetual movement of the plates — and not something mysterious or random — is the strongest antidote to fear: what we understand, we fear less and prepare for better.
DRR (EMKK) Objectives	Students are expected: a. To describe the layers of the Earth's interior (crust, mantle, core) and their basic characteristics. b. To understand what the lithospheric plates are and to recognise the three types of their movement. c. To connect the movement of the plates with the origin of earthquakes. d. To locate on the map/3D model the seismically active regions of the planet. e. To become familiar with 3D and AR applications as tools of scientific observation. f. To reduce fear of earthquakes through scientific understanding of the phenomenon.
Subject Curriculum Objectives	

Subject	Unit	Objectives
Environmental Studies	Natural phenomena – The subsoil	- Understanding the structure of the Earth and the earthquake as a natural phenomenon with a natural explanation.
ICT	Digital tools – 3D/AR applications	- Handling interactive 3D models and augmented reality applications for learning purposes.
Language	Scientific vocabulary – Description	- Using the terms crust, mantle, core, lithospheric plate in oral descriptions.

	Arts	Illustration – Models	- Drawing a cross-section of the Earth with its layers, with correct proportions and colour codes.
Learning Outcomes for DRR	By the end of the activities, students will be able to: a. Name and describe in order the layers of the Earth. b. Demonstrate with their palms the three plate movements (approaching, separating, sliding). c. Explain in simple words how the movement of the plates causes an earthquake. d. Point out on the model/map at least two seismically active regions. e. Draw a cross-section of the Earth with correctly labelled layers.		
Resources / Materials	a. Interactive whiteboard and computer with access to the Mozaik 3D models (mozaweb.com). b. Tablets with the Merge Object Viewer application (and optionally a Merge Cube). c. Plasticine in colours or cards for representing the layers. d. Worksheet: cross-section of the Earth to complete and table "The three movements of the plates".		
Activities	**Stage 1 — The question (10′)** Warm-up: "When an earthquake happens, what shakes? The floor? The road? Or something much, much bigger?" The children's ideas are recorded and are then "tested" with the journey into the Earth's interior. **Stage 2 — 3D exploration in Mozaik (30′)** On the interactive whiteboard, the class "dives" into the 3D model: crust (thin as an apple peel!), mantle, outer and inner core. Then the lithospheric plates are observed and their three movements visualised — the children imitate them with their palms: approaching, separating, sliding past each other. Where the plates "stumble"… an earthquake is born. **Stage 3 — AR with Merge (30′)** In groups with the tablets, the children "hold the Earth in their hands" with the Merge Object Viewer application: they rotate the model, locate the plates and the regions of intense seismicity (Ring of Fire, Mediterranean). Each group records two regions it identified and one question that arose. **Stage 4 — Recording and reflection (20′)** The children complete the cross-section of the Earth on the worksheet (names and colours of the layers) and the table of the three movements. Closing discussion: "Since the plates always move, earthquakes will always happen. What can WE do?" — the answer (preparedness, not fear) bridges to the next activities.		

Activity 17: "From School to the Assembly Point" - Programming a safe route in Scratch

Thematic Area

Earthquake	X	Fire		Flood	

Students' Grades

1		2		3	X	4		5		6	

Teaching time	2 teaching hours (2 x 45 minutes)
Title / Topic	**"From School to the Assembly Point" — Programming a safe route in Scratch**
Summary	Students, working in pairs in the Scratch visual programming environment, create a digital scenario of safe movement after an earthquake. The hero of the project — a pupil — must move from the school to the assembly point, following a safe path and avoiding the dangerous spots of the scene: the old damaged building, the fallen tree, the broken cables, the damaged road. The children are given a ready-made Scratch file with the scene, the character and the starting code, so that teaching time is invested in the essence: reading the space, identifying the hazards and planning the safe route with the "glide to x…y…" command. The children add dialogue so that the hero expresses his thoughts and decisions ("Not this way — I see cables! I'll go through the square"), turning programming into a narrative of decision-making. Thus the rules of safe movement after an earthquake are not simply memorised — they are programmed, step by step, by the children themselves.
DRR (EMKK) Objectives	Students are expected: a. To identify the dangerous spots one may encounter after an earthquake (damaged buildings, fallen trees/objects, cables, damaged roads). b. To plan a safe route to the assembly point, justifying every choice. c. To organise command sequences in Scratch (movement with coordinates, dialogues) to implement their scenario. d. To become familiar with the coordinate system (x, y) as a tool for describing position. e. To collaborate in pairs (driver-navigator) alternating roles. f. To present and explain their project to the class.
Subject Curriculum Objectives	

Subject	Unit	Objectives
ICT	Programming – Digital creation (Scratch)	- Organising command sequences, using the movement command with coordinates, adding dialogues and running/testing the programme.
Mathematics	Coordinates – Orientation	- First practical contact with the Cartesian system (position x, y) and estimating distances on the stage.
Environmental Studies	Civil Protection – After the earthquake	- Rules of safe movement and the concept of the assembly point.

	Language	Dialogue – Justification	- Writing short dialogues expressing thought and decision.
Learning Outcomes for DRR	By the end of the activities, students will be able to: a. Identify and name all the dangerous spots of the scene. b. Programme the hero to reach the assembly point without passing through a dangerous spot. c. Use the "glide to x…y…" command correctly in a sequence. d. Add at least two decision dialogues to their hero. e. Present their project explaining why their route is safe.		
Resources / Materials	a. Computers with Scratch (online or offline), one per pair. b. Ready starting file with scene, character and starting code: https://scratch.mit.edu/projects/1316166453 c. Interactive whiteboard for the shared demonstration. d. Paper "scene" (printout of the stage) for planning the route with pencil before programming.		
Activities	**Stage 1 — Reading the scene (15′)** The scene is projected on the board: "An earthquake has just happened. Our hero is at school and must go to the assembly point. What do you see on his way?" The children identify the four dangerous spots and explain why each is dangerous. The rules are recalled: away from damaged buildings, never under/near cables. **Stage 2 — Planning on paper (15′)** Each pair traces its safe route in pencil on the paper scene, marking the "waypoints". Comparison: is there more than one safe route? Which is the shortest? **Stage 3 — Programming in Scratch (40′)** The pairs open the ready file and implement their route: with the "glide to x…y…" command they lead the hero from waypoint to waypoint, testing and correcting the coordinates. They add decision dialogues at the critical points ("Here is the old building — I keep my distance!"). The driver-navigator roles swap halfway through. **Stage 4 — Presentation to the class (20′)** Each pair projects its project: the hero crosses the scene, "thinks" aloud and reaches the assembly point. The class checks: did he pass anywhere dangerous? The smartest route and the most expressive dialogue are voted. Reflection: "What does our game have in common with reality? What would YOU do after an earthquake?"		

Activity 18: "The Earthquake Alarm" - Building with LEGO WeDo 2.0

Thematic Area

Earthquake	X	Fire		Flood	

Students' Grades

1		2		3	X	4		5		6	

Teaching time	2 teaching hours (2 x 45 minutes)
Title / Topic	**"The Earthquake Alarm" - Building with LEGO WeDo 2.0**
Summary	Students work in groups and build, with the LEGO WeDo 2.0 educational robotics system, a simple model of an earthquake alarm system. The construction includes a motor, a tilt sensor and the Smart Hub: the motor rotates the section holding the sensor through successive "alert" positions, and when it reaches the "danger" position the alarm is triggered — a light comes on at the Hub, a siren sounds and a warning message appears on the screen. The children do not merely follow instructions: they experiment with the programme, write their own warning message and try different sounds and colours, choosing with justification the most suitable ones for an alarm situation (which colour "shouts" danger? which sound is heard from afar?). Through the process they understand how real early-warning systems work — a sensor that "feels", a processor that "decides", a signal that "notifies" — and that technology is humanity's ally in protection from natural disasters.
DRR (EMKK) Objectives	Students are expected: a. To build a working alarm model following assembly instructions. b. To recognise the role of the basic components: motor, tilt sensor, Smart Hub. c. To understand the logic "sensor → processing → notification" of early-warning systems. d. To modify the programme (message, sound, colour) and justify their choices. e. To appreciate the contribution of technology to prevention and protection from natural disasters. f. To collaborate in a group with distinct roles and present their joint work.

Subject Curriculum Objectives

Subject	Unit	Objectives
ICT	Educational robotics – Programming	- Using the basic functions of LEGO WeDo 2.0, recognising the role of motor/sensor/Hub, modifying a ready programme.
Environmental Studies	Natural phenomena – Technology and protection	- The concept of early warning and the connection of technology and safety.
Language	Composing a message – Presentation	- Writing a short, clear warning message and orally presenting the construction.

	Mathematics	Angles – Positions	- Observing the positions/angles of the tilt sensor corresponding to the alert levels.
Learning Outcomes for DRR	By the end of the activities, students will be able to: a. Assemble and operate the alarm model. b. Explain what the tilt sensor, the motor and the Smart Hub do. c. Modify the programme so that the alarm shows their own message, sound and colour. d. Describe with their model how an early-warning system works. e. Present the construction to the class, with all group members participating.		
Resources / Materials	a. LEGO WeDo 2.0 sets (one per group of 3–4 children) with motor, tilt sensor and Smart Hub. b. Tablets or computers with the WeDo 2.0 programming environment. c. Assembly instructions for the model. d. Group sheet: "Our message – Our sound – Our colour – Why we chose them".		
Activities	**Stage 1 — What is early warning? (10′)** Warm-up discussion: "How does Civil Protection learn that an earthquake has happened? How could a machine 'feel' it before us?" The logic is presented: sensor → decision → notification, with examples from life (smoke detector, 112). **Stage 2 — Building the model (35′)** The groups assemble the model following the instructions: the motor rotates the arm with the tilt sensor through successive positions. Roles: chief engineer (assembly), supplier (parts), programmer (tablet), tester (trials). First operation test with the basic programme. **Stage 3 — Programming our alarm (30′)** Each group personalises its system: writes its own warning message ("EARTHQUAKE! STAY CALM — DROP, COVER, HOLD ON"), tries sounds and colours on the Hub and selects the most suitable, justifying on the group sheet. Repeated tests and small corrections. **Stage 4 — Presentation and connection with reality (15′)** Each group presents its alarm in operation and explains: what the sensor "feels", when the notification is triggered, why they chose that message/sound/colour. Closing: how our model resembles real warning systems — and why, even with the best technology, our own preparedness remains essential.		

Activity 19: "Which Building Withstands?" — Structure stability experiment

Thematic Area

Earthquake	X	Fire		Flood	

Students' Grades

1		2		3	X	4		5		6	

Teaching time	2 teaching hours (2 x 45 minutes)
Title / Topic	**"Which Building Withstands?" — Structure stability experiment**
Summary	Students experimentally investigate why some buildings withstand earthquakes better. They build a simple "shake table" — a moving surface that simulates ground shaking — and place on it objects and constructions of different shape, height and base: cubes, cylinders, tall and short blocks, brick towers with wide or narrow bases. Shaking the surface in a controlled way, they observe, record and compare: which shapes stay upright? which fall first? what role does height play, and what the base? From their observations, the children infer the basic rules of stability — low centre of gravity, wide base, symmetry — and connect them with the seismic protection of real buildings and with home safety rules (why we fasten bookcases to the wall, why we do not place heavy objects up high). The activity demonstrates in practice that an earthquake is not a "punishment of chance": with knowledge and proper design, people build buildings that withstand.
DRR (EMKK) Objectives	Students are expected: a. To experimentally investigate the stability of bodies of different shape, height and base on a moving surface. b. To identify the factors that make a structure stable (wide base, low height, symmetry). c. To connect the conclusions with the seismic behaviour of real buildings. d. To apply the knowledge to home safety rules (fastening furniture, light objects up high). e. To practise fair testing: same shaking, same time, one variable at a time.

Subject Curriculum Objectives

Subject	Unit	Objectives
Mathematics	Geometric shapes and solids – Measurements	- Recognising and comparing solids (cube, cylinder, rectangular prism), measuring height and base, recording results in a table.
Environmental Studies	Natural phenomena – People adapt	- Understanding the earthquake–structure relationship and the concept of seismic protection.
Language	Formulating conclusions	- Formulating observations and conclusions in cause–effect form.
Arts	Constructions	- Building the moving surface and the tested "buildings".

Learning Outcomes for DRR	By the end of the activities, students will be able to: a. Carry out fair tests changing one variable at a time (height or base or shape). b. Record in a table which constructions fell and which withstood. c. Formulate at least two stability rules in their own words. d. Explain why we fasten tall furniture to the wall and do not store heavy objects up high. e. Improve an "unstable" construction so that it withstands the shaking.
Resources / Materials	a. "Shake table": a flat board/cardboard on cylindrical pencils or rubber bands, or a tray pulled rhythmically. b. Test objects: cubes, cylinders, blocks of different dimensions, LEGO-type/wooden bricks. c. Stopwatch or metronome for a steady shaking rhythm. d. Recording table: "Structure – Height – Base – Withstood? (YES/NO)". e. Photos of buildings with seismic design for the discussion.
Activities	**Stage 1 — Building the shake table (15′)** The groups assemble the moving surface and agree on the "fair shaking rule": same force, same rhythm, same time (e.g. 10 seconds) for every test. A trial shake without objects. **Stage 2 — First round: the shapes (25′)** The solids are tested one by one: cube, upright cylinder, lying cylinder, tall and short block. Prediction before each test ("will it withstand?"), shaking, recording in the table. First conclusions: the short and wide ones withstand, the tall and narrow ones fall. **Stage 3 — Second round: building towers (30′)** Each group builds two brick towers of the same height: one with a narrow and one with a wide base — and tests them. Then the challenge: "Build the tallest tower that withstands 10 seconds of shaking." The groups experiment, improve and discover in practice the engineers' "secrets": wide foundations, weight low down, symmetry. **Stage 4 — From the experiment to life (20′)** Discussion with photos: how are modern buildings built to withstand? Connection with home: why we fasten bookcases and shelves, why heavy objects go low. Each child writes one "safety rule for my room" to check with their parents.

Activity 20: "Drop, Cover, Hold On!" — Escape plan and preparedness drill

Thematic Area

Earthquake	X	Fire		Flood	

Students' Grades

1		2		3	X	4		5		6	

Teaching time	2 teaching hours (2 x 45 minutes)
Title / Topic	**"Drop, Cover, Hold On!" — Escape plan and preparedness drill**
Summary	Students get to know the concept of the School Emergency Plan and create their own simple escape plan for their classroom, which they then apply in a full preparedness drill. The starting point is an educational video on drawing up a school emergency plan for earthquakes; the children study the floor plan of their storey, identify the escape route (also using the footprint stickers on the floor), the caution points and the assembly point in the yard. The drill applies the "turtle method": at the signal, the children crouch, take cover under their desks and hold on to the desk legs, like a turtle withdrawing into its shell. After the "end of the shaking", they evacuate the room in order, taking the emergency backpack, and gather in the yard for the head count. The cycle closes with structured reflection — what went well, what needs improvement — introducing the children to the logic of continuous preparedness applied by schools and Civil Protection.
DRR (EMKK) Objectives	Students are expected: a. To understand the purpose and content of a School Emergency Plan. b. To read a simple floor plan and locate on it the escape route and the assembly point. c. To apply the "turtle" method (Drop, Cover, Hold On) immediately and correctly. d. To perform an organised evacuation: order, calm, backpack, head count. e. To evaluate the drill and propose improvements. f. To understand that preparedness is a process that is repeated and improved.

Subject Curriculum Objectives

Subject	Unit	Objectives
Environmental Studies	Civil Protection – Our school	- Getting to know the school emergency plan and everyone's role in it.
Mathematics	Space – Floor plans – Routes	- Reading a floor plan, drawing a route, estimating distances and time.
Language	Instructional texts – Reflection	- Writing simple step-instructions of the plan and formulating evaluative observations.
Physical Education	Body control – Organised movement	- Quick cover, moving in line, disciplined group movement.

Learning Outcomes for DRR	By the end of the activities, students will be able to: a. Draw on the classroom floor plan the escape route to the assembly point. b. Perform the "turtle" method within a few seconds of the signal. c. Evacuate the room in an organised way, with the backpack, without running or pushing. d. Participate in the head count and explain why it is necessary. e. Formulate at least one substantiated suggestion for improving the drill.
Resources / Materials	a. Video "Drawing up a School Emergency Plan for Earthquakes": https://www.youtube.com/watch?v=RrwC0LZkl74 b. Floor plan of the storey/classroom (simplified, one per pair). c. Footprint stickers on the floor (existing route marking). d. The class emergency backpack. e. EPPO poster "Earthquake and protection in school units" (oasp.gr). f. Drill evaluation sheet: "Went well… / To improve…".
Activities	**Stage 1 — What is an emergency plan? (20΄)** Viewing of the video and discussion: why does every school have a plan? what does it include? who does what? The EPPO poster is used for the protection steps in the school unit. **Stage 2 — Our classroom's plan (25΄)** In pairs, the children study the floor plan, locate the classroom, the stairs and the exits and trace the escape route, also checking it in the real space with the floor "footprints". The class agrees the common plan: exit order, backpack keeper, assembly point, head count. **Stage 3 — The drill (25΄)** Signal: "Earthquake!" The children apply the turtle method — they crouch, take cover under the desks, hold on — and calmly count to ten. At the "end of the shaking": backpack, line, exit along the correct route, gathering in the yard, head count. The teacher discreetly times and notes observations. **Stage 4 — Reflection and improvement (20΄)** In the classroom, with the evaluation sheet: what went well (speed, calm, order) and what needs improvement? The suggestions are recorded and it is agreed to repeat the drill in a month — "because preparedness is not a lesson you learn once; it is a habit you keep forever."