

TEACHER GUIDELINES

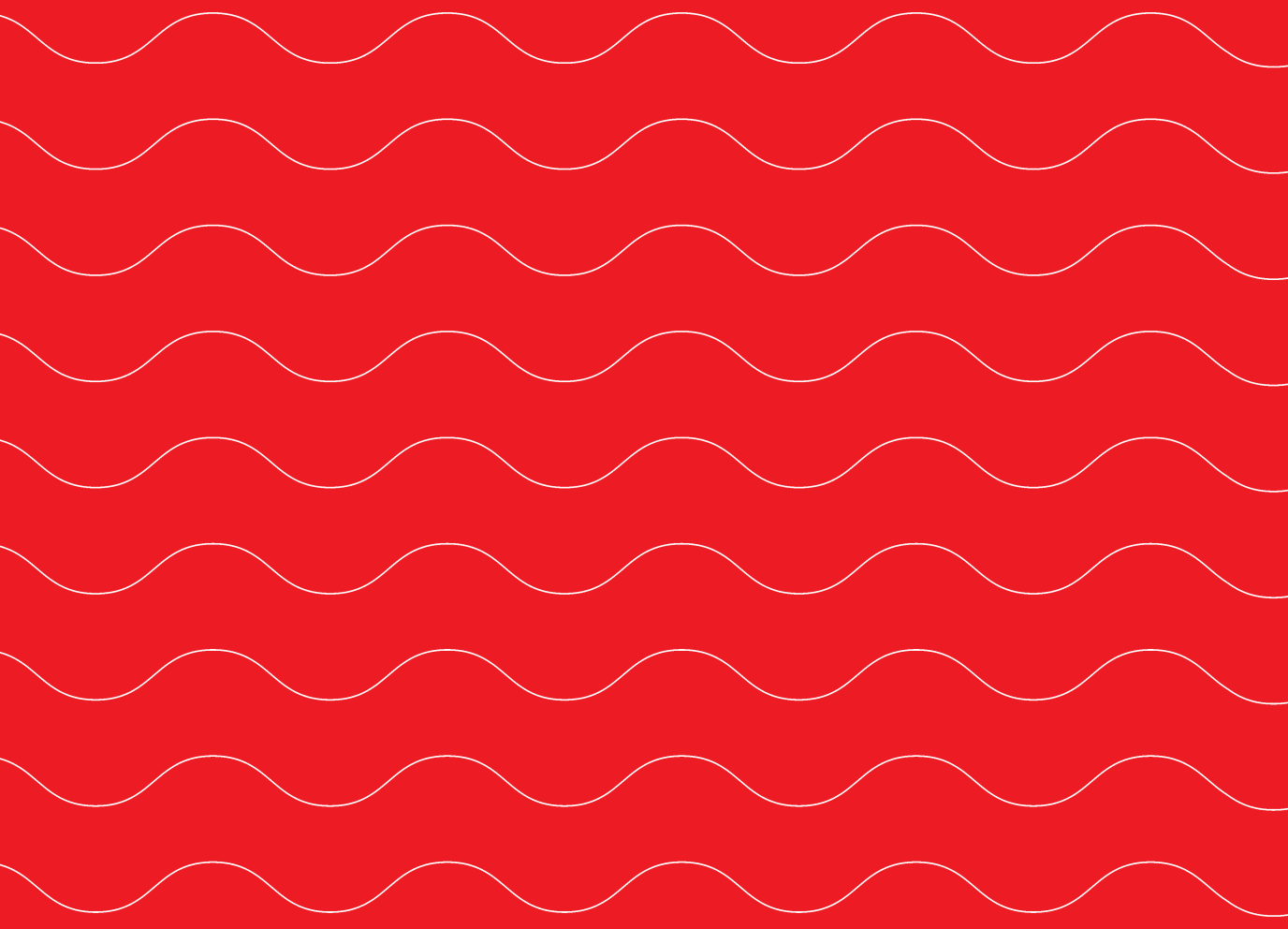
for implementation of safety and rescue
programs in elementary schools – addendum
on working with children with disabilities



Save the Children

December 2018.

Teacher guidelines for implementation
of safety and rescue programs in
elementary schools – addendum on
working with children with disabilities



Impressum

Save the Children believes every child deserves a future. In North West Balkans and around the world, we give children a healthy start in life, the opportunity to learn and protection from harm. We do whatever it takes for children – every day and in times of crisis – transforming their lives and the future we share

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FOREWORD

After catastrophic floods and landslides that hit Bosnia and Herzegovina in 2014, many families were left without their homes. Poor preparedness of responsible institutions of all levels of government, but of the population as well, resulted in material damage the worth of which was estimated at 4 billion BAM. At that time, Save the Children in North West Balkans was working on the basic needs of children and their families in the affected areas.

Since 2015, Save the Children has implemented a project titled **Resilience-building Against Natural and Other Disasters in Education and Local Communities** aimed at reducing risk from natural and other disasters in many local communities in BiH. Thus far, the Project involved the municipalities of Gradačac, Šamac, Sanski Most, Srebrenica, Maglaj, Olovo, Zavidovići and Brčko. The project is multi-dimensional and involves capacity building in local institutions and schools for the purpose of their ability to respond to natural and other disasters; support in risk evaluation and preparation of action plans for municipalities and schools; raising awareness in communities regarding the risks.

The last is particularly important when it concerns children, the most vulnerable social category. That is the reason for the Project to be focused on capacity building in schools and among the students, to enable them to respond to challenges they may face due to natural or other disasters. One of the results were **Guidelines for implementation of safety and rescue programs in elementary schools**, created in 2016, in close and fruitful cooperation between Save the Children, Ministry of Security of BiH, Ministry of Civil Affairs of BiH and representatives of education and security institutions.

Addition to the Guidelines, that you are reading right now, **was specifically focused on working with children with disabilities**. Children with disabilities are particularly sensitive group when it comes to natural or other disasters and emergencies, therefore they require additional efforts to ensure their preparedness to respond properly in such circumstances. This addendum should facilitate planning of teaching material that will enable every child to use protection measures, and teach them how to prevent and how to stay safe.

Natural disasters cannot be prevented, but an active approach in raising awareness and willingness of the communities to think and act proactively can strongly contribute to reduce damage caused by disasters. We will use this opportunity to express our sincere gratitude to all our project partners and members of the task force on their cooperation, professionalism and dedication to implement this Project and produce **Guidelines for implementation of safety and rescue programs in elementary schools** – addendum on working with children with disabilities.

Andrea Žeravčić

Director of

Save the Children in North West Balkans

I. INTRODUCTION

Like many other countries of the world, Bosnia and Herzegovina has been facing an increase in the number of disasters, both natural and anthropogenic. Poor preparedness and low level of knowledge and skills to act in emergencies increases the risks of loss of lives and substantial material damage. Disasters can hit any time, without a warning. When a disaster strikes, it is too late for prevention. The only way to respond properly is to be prepared. That is why it is so important to learn and develop skills to behave in emergencies caused by natural and anthropogenic disasters.

Having that in mind, Save the Children has launched a project called “Resilience-building against natural and other disasters in Education and Local Communities” aimed at building resilience in children and local communities to prepare them to manage in case of natural and other disasters, by building capacities of local schools and municipalities through improving activities and knowledge about preparation, prevention, and risk management in natural or other disasters. One of the project activities was, to produce “Guidelines for implementation of safety and rescue programs in elementary schools” (Sarajevo2016)¹, with a help from a working group composed of representatives² of institutions in charge of safety, rescue and education in BiH, and to offer elaborated objectives and content to be used in relevant classes and curricula, with defined learning outcomes and indicators with elaborated didactics and methodology, as well as instructions for teachers in on how to implement the Guidelines. The purpose of the Guidelines is to facilitate training and teaching protective measures in case of natural and other disasters, tailored to the needs of this specific social category.

Educational institutions should provide a safe environment for their students. Different emergencies (earthquakes, floods, landslides, fires, extreme weather, etc.) often put lives of students at risk, and represent a potential danger. Although we cannot do anything about some risks, such as the way the building was built, greater knowledge about potential dangers and risks significantly reduces and prevents injuries and death in emergency situations. Children with disabilities³ are particularly vulnerable when it comes to natural and other disasters, due to the nature of their disability, but also health issues that often accompany their disability – that is why it is so important to properly prepare them to possible emergencies and safety strategies, to enable them to respond to emergencies and protect themselves from potential danger. Consequently, it is very important to train and prepare all students to respond in case of natural and other disasters, and to prepare the school man-

¹ Hereinafter: the Guidelines

² "Words and concepts that have a gender meaning used in this document relate equally to both genders (male and female) and to both singular and plural forms, regardless of whether they are used in male or female gender, or in singular or plural."

³ In education, this term usually refers to students with: impaired vision, impaired hearing, speech disorder; reduced motor ability and chronic diseases, behavioural disorders, intellectual disorders (Code of Conduct in Representing Persons with Disabilities in the Media, Swedish umbrella organisation within the Movement of the Disabled Persons – Swedish Organisation of Persons with Disabilities for International Cooperation, March 2012, Sarajevo)

agement and staff to act in a planned and timely manner. It is extremely important to include children with disabilities in discussions and educations, to help them act and make decisions. It is a way to avoid possible misunderstandings or unpredictable reactions of some students, caused by fear and the fear of unknown. Every student should be enabled to understand potential dangers of natural and other disasters, and to understand strategies to ensure safety in such emergencies.

Adapted teaching material concerning planning of lessons and training the children in how to recognise a risk and act accordingly, will enable all students to use protective measures, to prevent harm and ensure safety.

Having that in mind, Save the Children has decided to offer you this addendum modifying the Guidelines in an attempt to encourage you and provide you with information on how to bring this subject of disaster response to children with disabilities, in a form of preventive work.

By modifying the curriculum to meet the needs of children with disabilities in education, we ensure transfer of knowledge, skills and abilities in case of natural and other disasters. Indicators define key notions that children with disabilities need to understand, to the detail required due to the nature of their disability. Described modifications concern the choice of teaching methods, use of teaching material and different didactic and other technology, as well as assistance required from others, when necessary,⁴ for the purpose of ensure that every student understands the key notions concerning natural and other disasters.

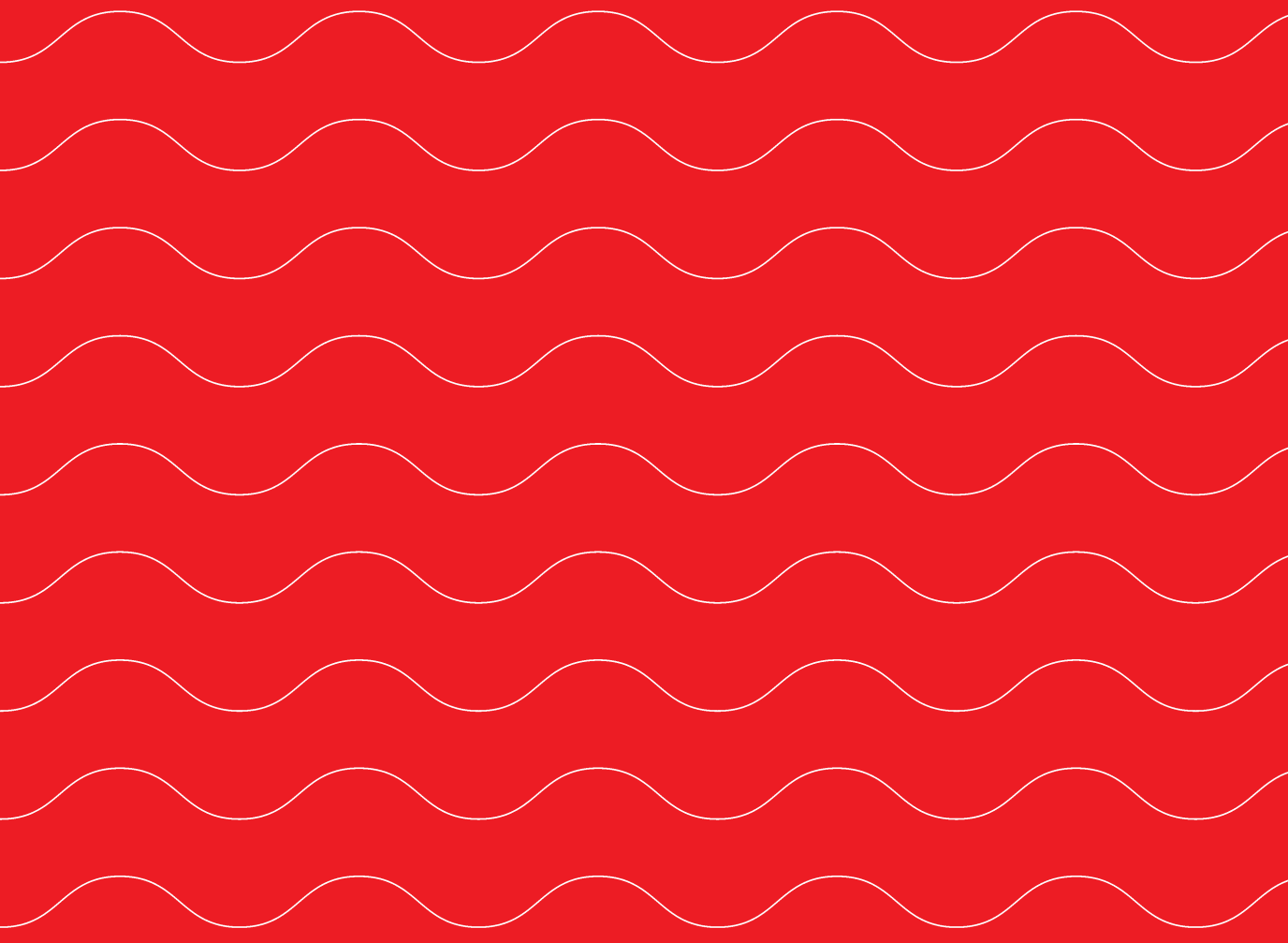
By appropriate instructions and examples of workshops with images, videos and other material used in our workshops with children with disabilities, we attempted to give answers about the steps that must be taken to prepare the children to properly respond to disasters.

All the instructions and modifications are merely examples of how to work with children with disabilities, and should be used like an overview of available options, teaching material, and instructions on how to improve access for children with disabilities to education on how to respond to emergencies and disasters. The only way is to customise all modifications, teaching material and methods to meet the specific needs of each student individually, taking into account the specific difficulties they face in education. This approach does not only focus on children with disabilities - it enables all other students to learn and improve by using different teaching styles.

Developing of a curriculum to work with students with disabilities involves use of all the resources available in the community, to strengthen the role of each individual. Resources that can help in developing individual potential, but collective safety as well, are students' parents, support centres, schools, NGOs, civil protection services, fire-fighters, ambulance and others.

⁴ It is important to have a prepared evacuation plan at the beginning of the school year, and to appoint personnel who will be responsible to provide assistance to every child with disability in case of natural disaster.

HOW TO IMPLEMENT
DRR IN WORKING
WITH CHILDREN
WITH DISABILITIES



2. HOW TO IMPLEMENT DRR⁵ IN WORKING WITH CHILDREN WITH DISABILITIES

2.1. Get to know the child

To be able to even think about how to include a child with disability, you must get to know the abilities and the characteristics of the child to understand how they function the best. Much about what the child can do and what are their interests can be found out from the child, or their parents, teachers and professional assistants. You must obtain information about what the child likes to do, what interests them and what annoys them. In the process of learning about the child, you must pay attention to their potentials (what they CAN do), instead of focusing exclusively on what they cannot do.

Kobetić D. (2015) in the Trainer Handbook – Training of Teaching Assistants “Developing Support to Inclusive Education and Upbringing” recommends forms to learn about the child's potentials in **cognitive, psychomotor and affective terms**, as presented below.

Cognitive area

Learning areas	The child can...
MEMORISE – retrieve from memory	Recognise, remember, name, identify, label, record, reproduce, make a list, count, describe, repeat, report...
COMPREHEND – understanding	Summarise, explain, identify, consider, discuss, foresee, give examples ...
APPLY – what has been learned	Solve, apply, perform, produce, interpret, illustrate, practice, present, show, translate ...
ANALYSE - causes, consequences	Compare, discuss, distinct, resolve, differentiate, do inventory, apply, conclude...
JUDGE	Judge, choose, evaluate, rank, value, measure, prioritise, anticipate, prefer...
SYNTHESIS – of knowledge and skills	Suggest changes, combine, rearrange, create, compile, classify, link, formulate, reorganise, plan...

⁵ Disaster Risk Reduction - The concept and practice of reducing disaster risks through systematic efforts to analyse and manage the causal factors of disasters, including through reduced exposure to 11 hazards, lessened vulnerability of people and property, wise management of land and the environment, and improved preparedness for adverse events.

Psychomotor area

Learning areas	The child can...
IMITATE	Follow and reproduce operations presented
MANIPULATE	Perform actions following instructions
PRECISION	Perform action in precise or slow manner
ARTICULATE	Coordinate multiple operations using two or more skills
NATURALISATION	Perform multiple actions using appropriate training with ease

Affective area

Learning areas	The child can...
COMPREHENSION	Closely follow lessons, understand the importance to learn, show sensitiveness to social issues, accept differences
REACT	Perform duties, follow rules, take part in class discussions, volunteer to tasks, help others, take interest in subjects, seek help
CRITICAL EVALUATION	Support democratic processes, prefer good reads, accept scientific principles in daily life, support the need for social evolution
ORGANISATION	Organise balance between freedoms and responsibilities, recognise the need for systemic problem solving, assume responsibility, accept own strengths and weaknesses
VALUE-BASED EVALUATION	Express self-esteem and respect to others, show willingness to cooperate, identify objective evaluation criteria, work hard and stay self-disciplined, have a positive image of themselves

2.2. Encourage inclusion and provide assistance

You should enable the child to be a part of the group with which you work in a way that the child can manage. Encourage the child to engage in activities that suit them and which they find interesting. If necessary, offer your assistance or assistance from a group peer. Never assume everyone understood the presented information equally; ensure the information is provided in several manners – orally, and clearly written as a bare minimum.

The best way to teach is to adapt your teaching style to their learning style.

Every student has a different learning style so it is important to use different teaching techniques to transfer knowledge, skills and abilities, but modalities as well. Try to find out in what way the child processes information the best, that is, what is their dominant learning style (audio, visual and/or kinaesthetic). We all use different learning styles – some learn almost exclusively in a way that is dominant to them, while others use different style depending on the circumstances. It is important to expand the teaching material to provide for different teaching styles, such as⁶:

Kinaesthetic style – For students who learn the best through movement. They need to move and be physically involved in what they are learning.

Auditory style – For students who learn the best by listening. They easily memorise what they can hear, whether it is words or rhymes, they will memorise what they can talk about.

Visual style – For students who learn the best by observing or reading. They like images, they enjoy in writing and shaping letter, and usually are fast learners when it comes to reading skills.

Kinaesthetic learning style is for students who are skilled in breaking things apart and putting them back again, students who participate in sports, gymnastics and motor-skill exercises, who construct structures using different materials, touch persons they communicate with, move while learning rather than sit, and students who find it easier to memorise something if it is linked to a tempo.

Students preferring kinaesthetic style can be helped if you:

- Enable them use fingers, cards or magnets, certain moves;
- Have them create a board, a poster or a written report;
- Allow them to move while reading or speaking;
- Give them an opportunity to act by performing an activity or parts of a text;
- Allow them to link their need to move to the learning process;
- Allow them to take the “leading” role in demonstrations.

Students who prefer auditory learning style like to use instruments, sing, listen to stories, talk about something rather than read about it, often „talk to themselves“, and they can focus on performing a task with music in the background.

⁶ Edinalda Jakubović, Nihada Čolić „Priručnik za nastavnike za rad sa djecom sa teškoćama u učenju“, Sarajevo, 2017.

You can engage this type of students if you:

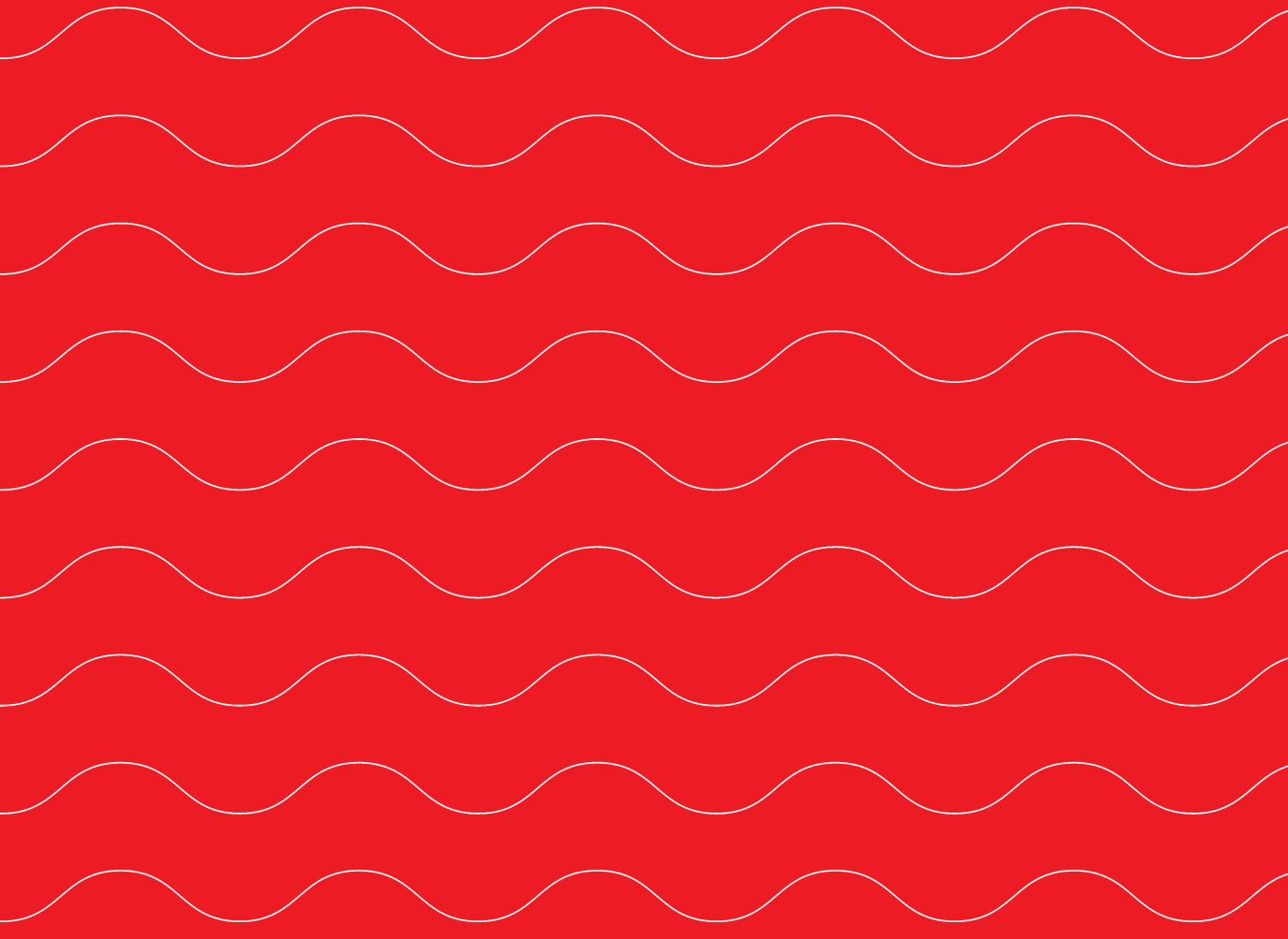
- Let them talk with their peers about homework, in explaining how to perform a task, or in reproducing a lesson;
- Direct them to express themselves verbally as much as possible;
- Let them “whisper” to recall something, or say out loud what they need to memorise;
- Allow them to “sing” some of the content used in learning, e.g. word associations – activity.

Visual learning style students prefer to read instruction instead of being told about them. They often look at your mouth while you speak, rather than in your eyes. They learn using images, movies, video-clips, maps, artefacts.

You can help visual students with:

- Instructions in writing;
- Letting them illustrate the lesson or a story, since they will reproduce it better that way;
- Cards, images, charts, colourful markings to organise space, lists of tasks they need to perform; whenever possible, use images to help them grasp the idea of the content you want to transfer to them.

MAKE
NECESSARY
ADJUSTMENTS



3. MAKE NECESSARY ADJUSTMENTS

"Expose to senses everything you can. Namely: visible to sight; audible to hearing; tasteful to taste; aromas to smell; tangible to touch; and if something can be experienced with multiple senses at the same time, expose it to as much senses as you can."

J.A. Comenius / Golden rule from the Didactica Magna

3.1. Visually impaired children

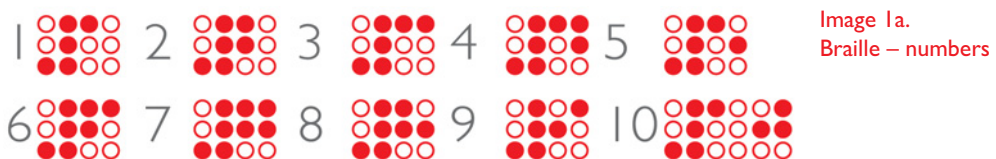
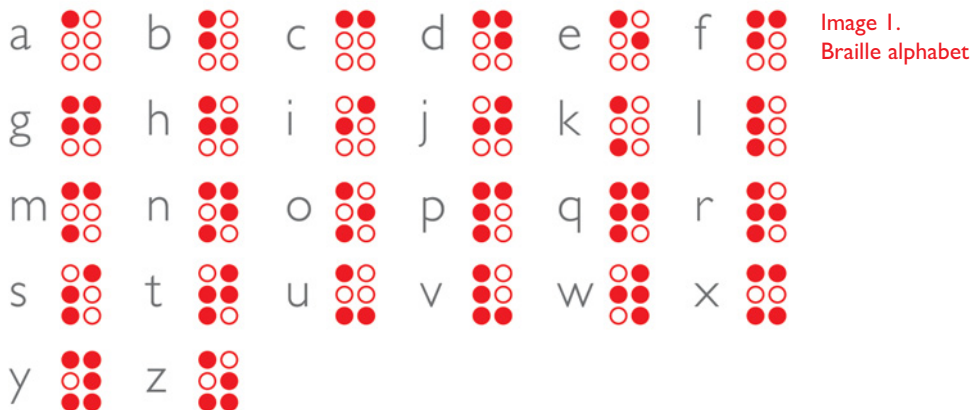
Visually impaired children are children with disabilities. Visually impaired children experience the world, communicate and learn, using other senses. Primarily, these are touch, hearing and speech. If there is some vision left, it is certainly used. Due to the nature of tactile perceptions, it is necessary to allow more time for certain activities in the class, and instruct them how to finish the tasks at home.

Recommendations for working with visually impaired children:

- Proper lightning throughout the school.
- Visually impaired children should sit where it suits them the most in terms of light, noise, proximity of the blackboard.
- Inform them about any relocation of furniture and similar changes in the layout of the classroom and other areas they use.
- Hold a workshop in a class with a visually impaired child dedicated to the topic of 'Assisting the visually impaired persons'.⁷
- See that the visually impaired child always hears you well.
- Speak out loud what you write on the board, so that the visually impaired child can follow and make notes using Braille or some assistive technology.
- When giving instructions, be specific, precise and short (e.g. instead of «here » and «there» use «in front of you» or «next to you», «on your right / left side »).
- Use words like look, see, observe, etc. freely and without embarrassment.
- Give the child enough time to use the teaching material.

⁷ <http://os-ljgaja-ng.skole.hr/upload/osljgajang/images/newsimg/1159/File/Dan%20bijelog%20%C5%A1tapa.pdf>

- Enable them to use a computer with a speech unit or to record certain content using voice recorder.
- Try to make sure the child understood you.
- Keep in mind that touch and hearing replace vision to a blind child, which requires activities designed to include the student by using various modalities, especially ki-naesthetic (touch) and audio (hearing).
- Include the child in every class activity, for they can participate.
- Ensure that the child can use Braille⁸ or large fonts if the child has some vision left, and is accustomed to such communication tool.



Recommendations: Set appropriate tactile surfaces and markings throughout the school, coloured stripes along the edges of stairway or on walls, structurally different surfaces that indicate change of direction or evacuation route, rails on both sides of the staircase.

EXIT, STAIRWAY, ELEVATOR signs, as well as any other safety sign, must be clear, large enough and with a good enough contrast to be visible, and should include Braille version. If possible, install audio signals.

⁸ **Braille** is a writing and reading system designed for visually impaired persons, invented in 1824 by Louis Braille. Every letter of the alphabet, punctuation marks, numbers and other writing and reading rules are represented in Braille using a six-dot system.

3.2. Children with hearing impairment

Children with disabilities include children with impaired hearing. Majority of the deaf persons communicate in sign language⁹ and they rely upon visual information. Sign language provides for exchange of complete information, which is not the case with speech in deaf persons. Persons with impaired hearing use one-handed and two-handed alphabet. Both alphabets include all letters of our spoken language and some letters from foreign alphabets such as DŽ, Đ, Č, etc. We distinguish one-handed alphabet (dactylogy; Image 2) from two-handed alphabet (Chirology; Image 3)

Image 2. One-handed alphabet



Image 3. Two-handed alphabet



Recommendations for working with children with hearing impairment

- Have them sit in the first row.
- The teacher should talk moderately, clearly, paying attention to the rhythm and tone.

⁹ Sign language is mother tongue to the deaf, their primary communication tool. It most certainly is neither an alternative nor a universal language. There is an international sign language called "gestuno", used in international meetings of deaf persons. Every country has its own sign language. Interestingly, American and French sign languages are so similar that deaf people can easily communicate. Only 14 sign languages in Europe are standardised and acknowledged. Bosnian sign language was legally recognised on September 15th, 2009. (<https://www.lingvisti.ba/blog/2013/o-znakovnom-jeziku/>)

- While speaking, teacher should be facing the child with impaired hearing. The face of the teacher should not be in shade, so the children could read their lips.
- The teacher should be prepared to repeat the same message or speech using different words, using manual communication forms¹⁰, as well as visual teaching tools.
- Avoid giving important information until the child is aware of the speaker. You can use touch to get their attention.
- Use clear and obvious teaching tools, images, illustrations, models, slides, videos, computer programmes, drawings and teaching cards, ensure a share of visual methods (poly-sensory approach), and ensure as much visual aids as possible.
- Focus on practice in adopting skills, strengthen will and motivation. Student can participate in designing emergency signs, e.g. lights (blinking) accompanied with emergency audio signals, but also learn sign language to communicate fire, earthquake, flood, landslide and other disasters. Place images or drawings of emergency signs on classroom walls.

3.3. Children with speech impairment

Children with speech impairment include children with:

- **Speech disorders** – include impaired vocalisation of sounds, switching or adding sounds, stutter, dysphonia, nasal speech, and many other disorders.
- **Language disorder** – poor vocabulary, short sentences, poor syntax, inability to follow instructions, irregular morphology, difficulty naming things – objects, persons, situations, etc.
- **Students with language disorders and other difficulties in learning** (dyslexia, dysgraphia, dyscalculia)

These students are usually of average or above average intellectual abilities. They face difficulties in hearing and seeing, language processing, and other difficulties.

Recommendations for working with children with speech disorders

When working with these children, it is crucial to present information and build sentences that are clear, with obvious associations something children already know and recognise.

You need to:

- Allow more time for children to understand the presented topic;
- Use different stimuli – image, sound, touch – when presenting new content;

¹⁰ Persons with impaired hearing use different forms of manual communication: a) hand alphabet, b) simultaneous oral-sign communication, c) sign language

- Systematically check if the child understood the content, key terms and definitions;
- Use edited, abridged, simplified versions of text;
- Use a lot of examples from everyday life, images, experiments that can be linked to the known;
- Assign less tasks, and arrange them to start with an easy task, then hard, and then easy again.

3.4. Children with physical disabilities and chronic medical conditions

The main characteristics of physically disabled children are impaired movement and chronic medical conditions. Their disability may involve different forms and severities of movement impairment, they may have impaired function in certain body parts, usually arms, legs and spine, or they may be missing body parts. Children are often born with underdeveloped limbs, or it may be due to a disease or amputation.

This group includes:

- Children with locomotor impairments
- Children with CNS damage,
- Children with PNS damage,
- Children affected by chronic diseases of other systems.

Recommendations for working with physically disabled children and children with chronic medical conditions

The basic requirement of working with physically disabled children is accessibility of the school, no architectural barriers (adapt the school entrance, toilets, movement throughout the school, and in all the rooms).

Children with chronic conditions will sometimes require slower pace of doing things (their condition or their medicine may make them exhaust easily or respond slowly), but every specific need of every child should be consulted with school experts, parents, and the student's doctor.

Children should be able to write on large formats, perhaps using only upper-case print letters, or if a student cannot write holding a pen, they should be able to use other ways (dictate to someone, record their voice instead of writing it down, or use computer and accessibility tools to actually write what is required of them).

Sometimes it may be necessary to fix a piece of paper or a notepad to a surface, or adapt the writing tools so the child is able to use them. Children should be given enough time to perform graphic tasks, and the textual representation of the board layout should be copied and inserted in the child's notebook. Written tests must be adapted to manual abilities of the student (larger writing space, multiple choice questions, personal assistant in writing, computer-assisted writing, oral responding only).

When reading, they should have special tools to hold the book in best position or flip the pages.

3.5. Children with difficulty focusing and behavioural disorders

Children with difficulty focusing and behavioural disorders have the most trouble with attention, with staying calm, or resisting hyperactivity. These conditions may cause specific difficulties in learning, moving, speaking, sharing emotions or establishing human contact.

Recommendations for working with children with difficulty focusing and behavioural disorders

- Set clear rules in the classroom – the student needs structure and clear boundaries, for they cannot set them themselves;
- Structure the environment so the student is able to successfully perform a task (focus on what the child can do instead of what they cannot);
- Children with attention/hyperactivity disorder benefit from having the classic classroom layout with desks in rows;
- It is recommended to seat the child in the first row, away from noise (away from windows or doors facing the street);
- The child with disability should sit next to a child who does not have difficulty focusing or a behavioural disorder, or they can sit alone if they prefer;
- Praise the effort the child puts in a task;
- Let them have shorter versions of tasks other children get, but do it discreetly, DO NOT emphasise the student's limitations in front of the class;
- Shuffle tasks, alternating hard and easy, fun and boring;
- Prepare for the child a sheet with basic facts – written clearly, in upper case, with highlighted/bolded names, key terms, etc.;
- Assign them with small tasks to avoid monotony and create an opportunity for them to move with a purpose: ask them to wash the sponge, bring more chalk, find someone, etc.;
- Boost your presentations using stories, pictures, movies, audio content, etc. it will create interests to children without disabilities as well;

- Encourage children to actively participate in the class to keep their attention;
- Instruct them using calm and soothing voice;
- Create opportunities for students to help others, to show empathy.

3.6. Children with intellectual disabilities

Children with intellectual disabilities face challenges in intellectual processing which is directly linked to lower levels of adaptive behaviour.

Therefore, a child with intellectual disability may have difficulties in other areas of communication, in taking care of themselves, in being independent, or socially functional.

Recommendations for working with children with intellectual disabilities

- The first thing is to establish a positive, well-intentioned contact with the child, praise their effort, arrange the work and agree upon certain things so the child can understand the structure of the work;
- Adapt content, teaching methodology, demands and tools to the needs and abilities of the student;
- Present content using pictures, drawings, diagrams;
- Dose the independence of the child's work, allow them more time to perform the task, exercise, or repeat important parts with more frequent checks if they understood it well
- The learning material should be presented in an obvious and simple way, free of unnecessary details, and with strong links to daily needs of the child and the possibility to use them in real life;
- The child should be assigned with simple, practical tasks;
- Use demonstration, drawing, practice work.

3.7. Children with autism spectrum disorder

Children with autism spectrum disorder have difficulty in social interaction, difficulty communicating, and exhibit repetitive forms of stereotypical behaviour.

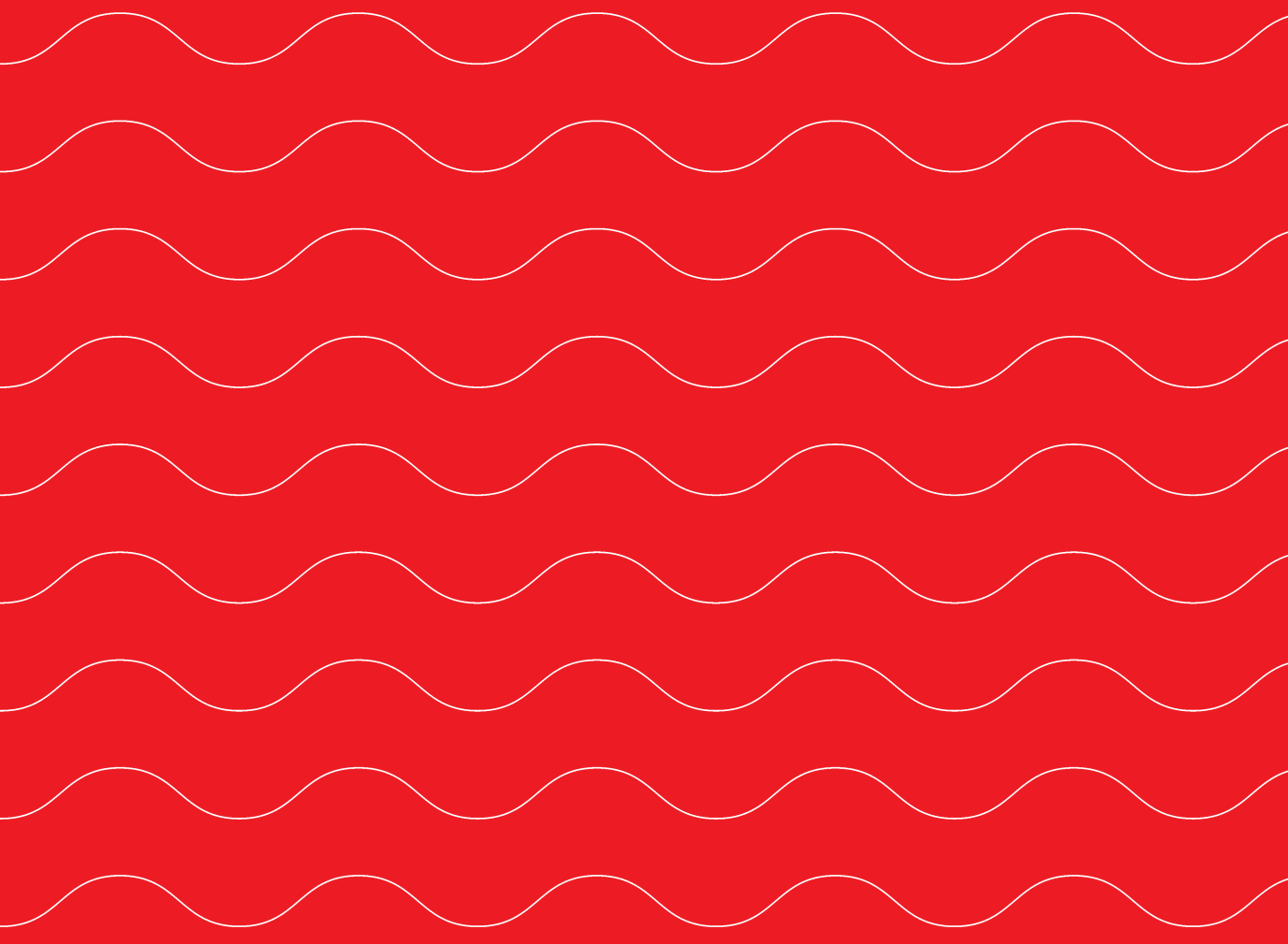
Recommendations for working with children with autism spectrum disorder

- Use pictures as much as possible
- Do not force students to perform tasks that may be overwhelming to their senses (noise, touching, other people...)

- Have them work in smaller groups if possible
- Involve them in activities with their peers to facilitate understanding social behaviour
- Do not mix sensory modalities when presenting content
- Divide complex tasks into specific activities, link abstract notions to real-life phenomena and make it visual as much as possible
- Eliminate all distractions because of frequent hypervigilance (increased vigilance of attention and increased ability to perceive external and internal stimuli, make it impossible for these children to stay focused on an information or a task)
- Organise a scheduled learning plan (make a schedule using pictures is preferred)
- Use of practical skills they have learned in real life (functional learning).

Note: Teachers must be calm, their emotional behaviour predictable, they must be able to adapt the syllabus and recognise positive characteristics of the child. (T.Attwood, 2010)

EXAMPLES OF
WORKSHOPS
FOR CHILDREN
WITH DISABILITIES



4. EXAMPLES OF WORKSHOPS FOR CHILDREN WITH DISABILITIES

By carefully planning modifications in how we teach and approach teaching, but also by modifying didactic methods, we enable the students to obtain knowledge, and develop skills and abilities in the area of disasters and catastrophic events. The idea is supported by the “Guidelines for implementation of safety and rescue programs in elementary schools”, a handbook with different suggestions, examples of good practice, definitions and descriptions of natural disasters, as well as safety measures, offering possibilities to implement the content as a part of the existing curricula in elementary schools. Here follows several examples of workshops concerning safety and rescue measures in schools, aimed at inspiring the teachers to continue modifying their lessons to meet the needs of children with disabilities.

IMPORTANT!

Before any workshops or evacuation drills, provide the parents with all the details, inform siblings of children who may be assigned to act to be hurt for simulation purposes, to avoid misunderstandings and stress in family members.

Make sure to ask the child if they had any experience with natural or other disasters included in the topic. If the answer is positive, ask the child if they want to participate in the workshop.

Children with intellectual disorders, children with low-functioning autism should be presented with materials in form of pictures.

4.1. Fire

OBJECTIVES:

Educational: Adopt knowledge about fire prevention and what to do in case of fire

Behavioural: The child is aware of the need to protect themselves from harm, to take care of themselves, and to act properly in case of fire

Functional: social development, communication development, developed sense of being a member of a group, fine movement development, development of touch, visual, and audio perception.

MATERIAL: glass candle, paper, lighter; a picture of fire, an image, a model (toy), or the actual fire-fighter suit, an image of a fire-fighting vehicle, modelling clay, access to internet, pictures of objects that can cause a fire and those that cannot.

ACTIVITY 1

Introduce the student to the idea of fire. Show the picture of fire (Image 1) and the candle example (light a candle so they can see the flame and feel the warmth). For the fire to burn, you will need:

- Something that burns,
- Enough heat to light it up,
- Air (fire needs oxygen).

Explain that the primary purpose of fire is to provide us with heat.

Image 1



For visually impaired students, the senses of touch and smell should be used (use a candle or burn a piece of paper so they can feel the smell of something burning).



Use sign language.
Explain the term fire using two-handed alphabet.

Show them an example how to extinguish a candle by cutting off oxygen supply. We can put down a candle by covering the glass with a lid.

ACTIVITY 2

Large-scale fire can spread to settlements and forests. Present the students with Image 2 and Image 3.



Image 2

Image 3



For visually impaired students, explain that in case of fire they might smell something burning, hear cracking, or feel extreme heat.



For students with impaired hearing, show the warning sign for fire.



Explain to other students as well that the sign warns about fire risk. Explain how fire can cause severe material damage and put people's lives at risk.

ACTIVITY 3

Demonstrate and explain to students what are the things that can cause fire, and how they should not play with them. Explain that fire is usually caused by negligence, e.g. playing with matches, firecrackers, candles, or by iron, stove or hairdryer left plugged in and forgotten.

Group activity:

Prepare images and posters for children to sort out hazardous objects that can cause fire, and separate them from harmless objects they can play with.



For visually impaired students, after reading out loud the word representing the object shown on the card, we can set an appropriate sound signal for hazardous objects, e.g. clap your hands for hazardous objects, snap your fingers for harmless objects.



For students with impaired hearing use images and using the warning sign indicate what is hazardous and what is not.

ACTIVITY 4

What to do in case of fire?

Explain to students that in case of fire we call fire-fighters dialling 123. (cards)



For visually impaired students make the Braille version of the emergency number using modelling clay (Image 4), and have them read the number.

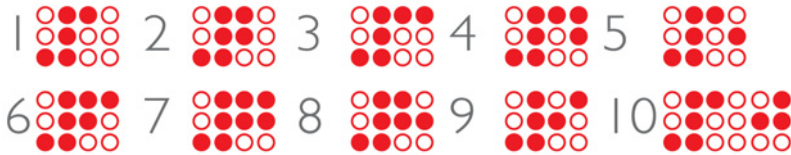


Image 4



For students with impaired hearing show the 123 number using fingers, and explain they can text someone they know in case of fire to have them call the firefighters.

Show a picture of a fire-fighter (Image 5) and explain how he helps in case of fire by extinguishing it, saving people from fire, and working on preventing fire, how he wears a helmet and a mask to protect himself from smoke, and how he uses water stored in a fire-fighting vehicle.



Image 5



For visually impaired students present a fire-fighter figurine/model or have them feel the suit to familiarise them with the fire-fighting equipment so they could recognise it by touching. Fire-fighters arrive on a fire-fighting vehicle with a siren on the top, so we play the sound.¹¹ Explain to students that when they hear the sound, that means that the fire-fighting vehicle is close by.



For students with impaired hearing use the same image.

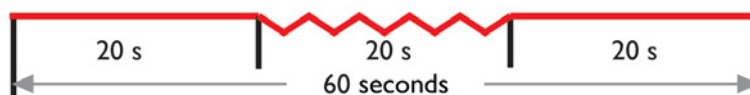


Show the picture of a fire-fighting vehicle and mention the siren, and show the frequencies.

¹¹ Link: <https://www.youtube.com/watch?v=Z3fS-OlgbnM>

WARNING SIGNS FOR THE POPULATION

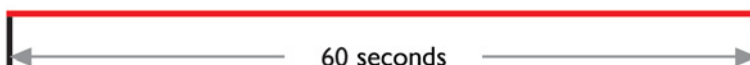
A warning for an upcoming danger



Immediate danger

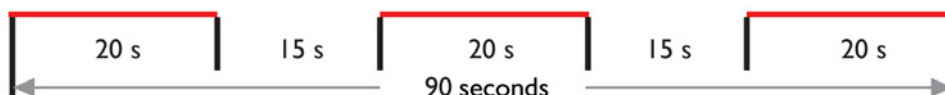


End of danger



A WARNING SIGN FOR THE FIRE AND OTHER CIVIL PROTECTION UNITS

Fire alarm



What else can we do in case of fire in the house:

- If the room is filled with smoke, move by crawling on the floor because the air is clearer in lower areas.
- Cover your mouth and nose with a wet cloth and move towards the emergency exit.
- The easiest way to leave a smoke-filled room is by sticking to the walls.
- Before opening the door, check if the door handle is hot. If so, do not open the door, because there is fire on the other side.¹²
- If due to the fire and smoke you cannot leave the room, close the door. Place a cloth under the door to prevent the smoke from entering the room.
- If you cannot leave the room safely, open the window and call for help.
- Never use the elevator, use the stairs instead.

Demonstrate these rules to the students using, for example, crawling or placing of wet cloth over your mouth. Let the children imitate these actions.

CAUTION: Pay attention to children with sensory impairments, sensitive to “wet” or “smell” (autistic children), for you should verbalise it for them instead of insisting on demonstration.

¹² Source: <http://www.triglavrs.ba/savjetujemo/pozar-sta-vi-mozete-uraditi-dok-cekate-vatrogscu>

ACTIVITY 4

Assign the students to find and circle out emergency phone numbers they should use in case of fire, presented on the sheet (Image 6).



Visually impaired students should write the number using Braille or make them using modelling clay.



Physically disabled children should be provided with cards and have them string a rope to connect numbers 1, 2, 3 (Image 7). Stress the importance of calling the fire-fighters as soon as we become aware there is fire.



For students with impaired hearing shall get written instructions on how to perform the task.



Image 6



Image 7

4.2. Flood

OBJECTIVES:

Educational: Introduce the word for flood and explain how it occurs

Functional: Adequate response to stay safe in case of flood, developed communication, fine movement developed

Behavioural: Awareness about flood prevention

MATERIAL: Deep dish, plastic house, dirt, Lego blocks, plastic animals, people and trees, objects made of plastic bottles (cover the bottles using blue paper and pierce the caps).

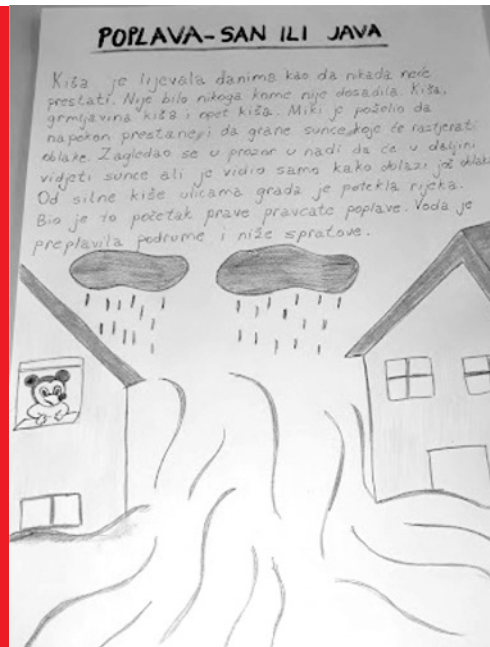
ACTIVITY I

Explain the term flood and how floods occur, then read the story: Flood- reality or dream.¹³ (Image 1)

Flood – reality or dream?

It was pouring for days as if it had no intention to stop. Everyone was bored with the rain. Rain, thunder, rain, and then some rain. Miki wished it would finally stop and clear the room for the sun that will chase the clouds away. I stared at the window hoping the sun will appear somewhere in the distance, but all I could see was more clouds coming our way. All that rain turned our streets into rivers. It was the beginning of the realest flood. The surge filled up basements and lower stories.

Image 1



Note: If necessary, the story can be simplified, e.g.: It was raining for days. Thunder and lightning. The streets were filled with water. The water was in basements and people's homes. It was the flood.



For students with impaired hearing, show the picture and use two-handed alphabet to stress it is about flood.

Once the story is read, organise a short analysis.

¹³ The story was taken from: //3mame.com/citaonica/mikijeve-price-za-laku-noc/nidio:

ACTIVITY 2

Together with students, make a model with a house, a bridge, people, animals and plants (Image 2). Make clouds using plastic bottles and show the students how to simulate rain, and observe what happens to the model (Image 3 and 4).



Image 2



Image 3 and 4. After flood / water in buildings



Play the flood warning sound¹⁴:

Show the flood warning symbol



For visually impaired students use touch and hearing. Instruct the children to touch the objects on the model before and after "the clouds had arrived". Enable children to "be the cloud" to help them understand what happens when large quantities of water are released from the clouds.



Students with impaired hearing must be facing you while you talk and demonstrate, so they could understand you. Children with hearing impairment read lips as well, so you need to demonstrate and talk about it at the same time¹⁵.

ACTIVITY 3

WHAT TO DO IN CASE OF FLOOD

Explain to students that, if flood occurs, they should dial emergency numbers. Explain there are services that can help such as the civil protection services (121) and fire-fighters (123).

¹⁴ Link: <https://www.youtube.com/watch?v=exx4OMiVr0g>

¹⁵ Link: <http://mojkontakt.com/blog/2014/05/23/crtani-film-o-poplavama-video/>



Show the numbers using fingers, and by showing the picture.



For visually impaired students, write the number in Braille or using large font if the students have some sight left.

Explain to children what can they do while waiting for help

- If at home, close the doors and the windows.
- Go to higher stories.
- Avoid contact with electronic appliances.



In case of flood dial 121 or seek help from adults.

Present an example of the things we should have prepared in case of emergency, and have with us at all times (use the colouring sheet from the handbook called ““Integrating Mitigation of Risks from Natural and Other Disasters in the Curriculum and other Educational Activities: Handbook for Professionals in Kindergartens, Elementary, and Secondary Schools / Sarajevo, Save the Children International, 2017).¹⁶

4.3. Earthquake

OBJECTIVES:

Educational: Adopt and recognise the term emergency

Behavioural: Developed the sense of caring for yourself and for others






Functional: Develop socialisation, communication, the sense of belonging to a group, fine movement, tactile, visual, and auditory perception

¹⁶ <https://nwb.savethechildren.net/bs/resources/smanjenje-rizika-od-karastrofa/t-57>

MATERIAL: teaching sheets, drawings showing the disaster in question, computer, images, wooden cubes, plastic cups

NOTE:

Activity 1 – this activity can be completely left out if the students are unable to use them due to their multiple disabilities, and you can go straight to Activity 2.

DISASTER	HELP
ILLNESS, CAR ACCIDENT. 	Ambulance, fire-fighters
FIRE 	Fire-fighters
FLOOD 	Fire-fighters, civil protection services, ambulance
EARTHQUAKE 	Fire-fighters, ambulance
LANDSLIDE 	Fire-fighters, ambulance, civil protection services

ACTIVITY 1

We talk with students about natural disasters to see how much they know about the subject. Ask them what disaster is. Using the blackboard or a clean poster sheet, draw two columns named DISASTER and HELP. While talking to students, we place images of what the students have identified as disaster, and we write down the name of the disaster (having the students say it out loud), e.g. call an ambulance in case of emergency, house fire or something else, when it rains heavily, there is a lot of water.



For visually impaired students who can see, we present the images, one by one, blown up and in colours adjusted to the needs of the student; explain to blind students what is on the pictures.



Use sign language. Use gestures to explain emergency situation (wave or move erratically) (show the picture as well).

Repeat that an emergency is when something happens and we need help, and that a disaster is a situation that causes great harm to people and property. Disasters can be caused by people, e.g. a car accident, or they can be due to natural causes. Today we will learn about a disaster called earthquake.

ACTIVITY 2

Have a short talk with the students to see how much they now about earthquakes. Today we will learn about earthquakes. Write EARTHQUAKE on the blackboard and place a drawing or a picture of an earthquake (Image 1).

Image 1.
Earthquake



For visually impaired students play the video and “the sound” of an earthquake and of people reacting in panic.



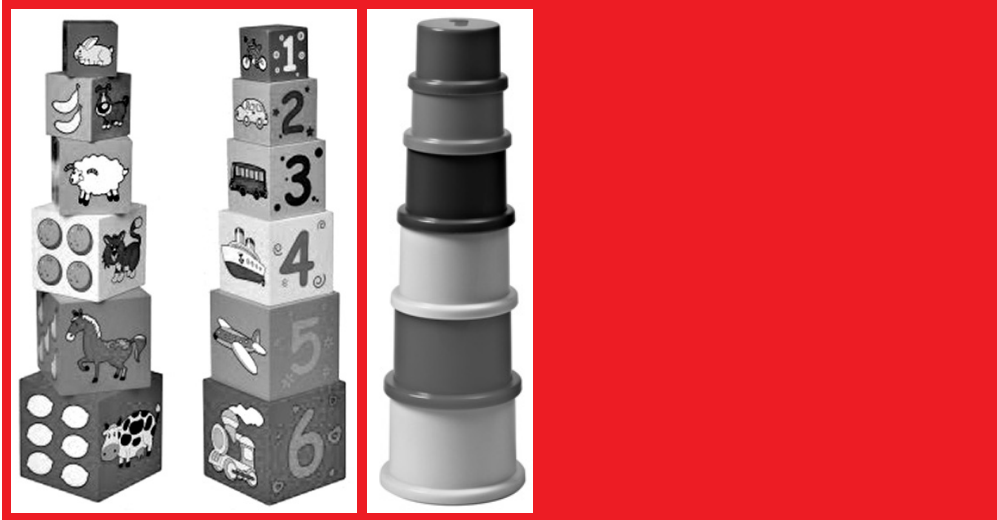
For students with impaired hearing show pictures along the video.

Use projector/computer to show the images of earthquake. Talk about the images, what happened to the house, to the walls, to the street, and define the term earthquake. Earthquake is when everything around us shakes and sways. How do you shake?

Ask students to stand up and show how they shake their body. Students who cannot stand can show how they shake any part of their body, by themselves or with assistance from another person.

ACTIVITY 3

Place a tower made of wooden blocks in front of every student or use a tower made of plastic cups.



Students who have difficulty moving or autistic students should be given less blocks to avoid negative response if they fail in building the tower; while students who are able to build a tower should have an opportunity to succeed in the activity to build confidence (students with impaired hearing). At the beginning, we tell them to try to shake/move the tower. If nothing happens, if none of the towers fall, we ask them to try a bit harder. That is how we explain earthquake. Then we ask a student to shake the tower again, but lightly, or we do it ourselves while explaining that nothing happened if the shake was mild. But if we (or the student) shake it harder, then everything collapses. This collapsing activity should be avoided with students who have a tendency to repeat actions, to persevere (autistic students), since it will be hard to make them stop, if they find it amusing.



We assist students to perform the task (physically).



Provide visually impaired students with detailed step-by-step instructions to help them perform the task.

ACTIVITY 4

Play a video of an earthquake. Discuss about what they saw in the presentation and what happened to the houses, walls, roads.

ACTIVITY 5

We repeat what earthquake is, and describe what happens during earthquakes? Everything shakes and moves. If the quake is strong, it can collapse buildings, break apart roads, crack walls. We repeat the activity using the material, and we ask a student to demonstrate a mild earthquake by lightly shaking the blocks, and to tell us what happened (the blocks did not collapse).

Another student should be asked to demonstrate a stronger shake, and with our assistance, explain what happens to the material when the shaking is more intense.



Ask visually impaired students to use what has been presented and repeated to them to recognise the situation (emergency, disaster, earthquake) and to give a sign (show hands) when they recognise earthquake or an emergency.



Use visual material and pictures.

ACTIVITY 6

At the end of the class, students perform tasks to repeat natural disasters and what is earthquake.

Teaching card examples I

Link images and words:



Fire



Landslide



Ambulance



Earthquake



Flood

Verbally challenged children can point to the image that illustrates what we name, intellectually challenged children can identify or show each picture individually, or choose between two.

For students with reading disability, make picture cards and ask them to circle out the one you named. It can be their homework to colour the cards for different natural disasters, and then use them in the next class as an introduction into the topic of earthquake.



For visually impaired students, prepare adapted teaching cards or use assistive technology so the student can follow using the computer.

4.4. Landslide

OBJECTIVES:

Educational: Adopt and recognise landslide

Behavioural: Develop sense of self-care and care for others

Functional: Develop socialisation, communication, the sense of belonging to a group, fine movement, tactile, visual, and auditory perception

MATERIAL: pictures, blank poster, paper-box, kinetic sand or plain sand, water, cups.

ACTIVITY I

Using presentations or images (material used in previous classes), repeat the natural disasters and what of them do we know, naming their characteristics. When talking with students, we should stress that natural disasters we talk about can damage buildings, streets, forests and hills, and use that to introduce the notion of landslide, using the pictures.

Using images/pictures, we can show students what natural disasters can damage (streets, settlements, buildings, forests...) Image 1, 2, 3, and 4.



Image 1



Image 2



Image 3



Image 4



For visually impaired students we provide, e.g. a car toy with missing parts (wheels, roof ...) or broken stick to feel something damaged. Give the toy or a stick to the student, and let them remove some parts or break the stick.



Use sign language. Use gestures to explain an emergency to the student. Use pictures, simulation, or play a video.

ACTIVITY 2

Today, we will learn about another natural disaster that can also destroy streets, hills, forests, buildings, and houses, and to put human life in danger. Everywhere around is earth. Where can we find a lot of earth? Expected responses include: in the hills, around our homes, in the mountains, next to the roads we use. Show pictures to the students.

Sometimes we can see the soil and sometimes stone and rocks (Image 5 and Image 6). We discuss with the students where can we find rock not brought in by someone.



Image 5



Image 6

We lead them on to say that rocks are part of the earth. When chunks of land or rock break off and move down the hill, it is a landslide. What can happen is that the entire hill or a large piece of land starts to move, causing great damage. It is also dangerous for people, since it can happen in our communities, with our houses. Heavy rains may cause landslides.

How the earth moves and how can landslides impose danger we will show on the next example. A simulation of a settlement made of paper boxes, kinetic or regular sand, and small pieces of rock (Image 7, 8 and 9).



Working with students, we describe each step of the activity, so the students could afterwards explain what happened and why.



For visually impaired students something similar can be done. Instruct the student to put their hands on the table, and explain they will simulate the surface affected by the landslide. Using kinetic or regular sand, make a mixture with water and stones, and slowly pour the mixture over student's hands. It is important for the student to understand that buildings and people can get trapped by earth moving due to landslides.



For students with impaired hearing, show the picture with a PPT presentation.

As a final activity, assign students to use the presentation or the cards. Students should be assigned with written or digital tasks that are adjusted to their specific needs and abilities.

ACTIVITY 3

List/name natural disasters dangerous for people (Image 10). Students who cannot read can be asked to point to pictures or identify them.



Image 10

4.5. Hurricane

OBJECTIVES:

Educational: Children familiarise with the notion of hurricane

Functional: Appropriate response in case of a hurricane, developed communication

Behavioural: Awareness about prevention and safety in case of hurricane

MATERIAL: a poem with pictures of wind, a fan, figurines of people and houses, pictures showing damage caused by hurricane wind.

ACTIVITY I

Read out loud a part of the poem Playful wind.

PLAYFULL WIND¹⁷

Wind sways, bends and moves,
wind makes you fly, flutter and swing.

Wind does not come slowly,
just barges in,
out of nowhere, out of the blue.

We cannot know where will it come from, or
It can happen in winter or summer days,
In the middle of the day or in the middle of th

You can play games with the wind:
you can give it a letter to dispatch,
the only thing is there is no guarantee
it will reach the right address.

Jelena Sekovanović



Image 1

Analyse the poem after reading. What is it about? Imitate tree branches moving in the wind (Image 1).



For children with impaired hearing, show pictures of windy weather.

If possible, expose children to wind blowing in their usual surrounding or simulate it using a fan or a hairdryer. It works for visually impaired children since it intensifies the sensation.

¹⁷ Source: <http://www.pjesmicezadjecu.com/suncanom-stranom/razigrani-vjetar.html#ixzz5VWqCndMLm>

ACTIVITY 2

Explain to children that winds can strong enough to break of branches off trees or bring down entire trees, damage buildings and people. It is a **hurricane wind** and it is usually accompanied with thunderstorm and heavy rain. It can occur in any season of the year. Play a video of a hurricane wind¹⁸.



For visually impaired children, explain what happens in the video and turn the volume up so they can hear the sound of the wind.



Use gestures (two-handed alphabet) to explain strong wind/hurricane to children with impaired hearing.

After that, use images (Image 2, 3, and 4) and words to explain damages that hurricane causes.



Image 2



Image 3



Image 4.

Hurricane is usually followed by heavy rain, thunder, so imitate rain together with the students. First they should snap their fingers, and then clap their thighs, and then stomp their feet. At one moment, shout *booom* (to imitate thunder).



Use the following arrow sign to indicate thunder to students with impaired hearing.



When imitating movement and simulating the wind, pay attention to children with motor disability by assisting them when necessary.

ACTIVITY 3

Together with the children, do an experiment using a fan and figurines of trees, houses and people. Place the elements on the table, turn the fan to the maximum, and observe what happens.

¹⁸ Source: <https://www.youtube.com/watch?v=sv6blm2VbaU>



For visually impaired children, let them touch the figurines in their initial position, and again once the “hurricane”.

Allow children to place the figurines themselves and “create” wind using the fan. They can also blow air through their mouth and try to take down some of the figurines.

ACTIVITY 4

Explain why it is so important for them to learn how to protect themselves from a hurricane. During hurricane winds, the best is to stay indoors, since it is the safest place to avoid possible injury. As shown in previous activities, hurricane winds can take down trees, take off rooftops, making it dangerous to be outdoors, since wind can carry objects that can hit us. Demonstrate a situation using the figurines and the fan (if the children are indoors and outdoors during hurricane winds). Explain that children outdoors were brought down or injured by the wind, while the children indoors stayed safe. Create a dramatized version of the event by imitating wind and thunder sound. When children hear it, they go inside a closed space (a part of the classroom is designated to simulate a house or a similar object). Note that if we find ourselves far from home, we should seek shelter in buildings such as schools, stores, etc.



Assist visually impaired children in moving around, and explain the layout of the space so they can navigate the room.



Show a picture of a thunder to children with impaired hearing, and wave your hands to imitate wind as a sign for them to take shelter indoors.

ACTIVITY 5

Students colouring pictures image of a hurricane and of shelter (Image 5). Stress that seeking a shelter is the first thing to do in case of hurricane. Draw a line to connect the person in the wind to the house on the drawing.



For visually impaired children, use figurines and houses to show the course of action in case of hurricane.



For children with impaired hearing, provide instructions in writing.



For children with impaired motor functions, if they cannot draw the path themselves, draw dots and assist them in drawing the line.

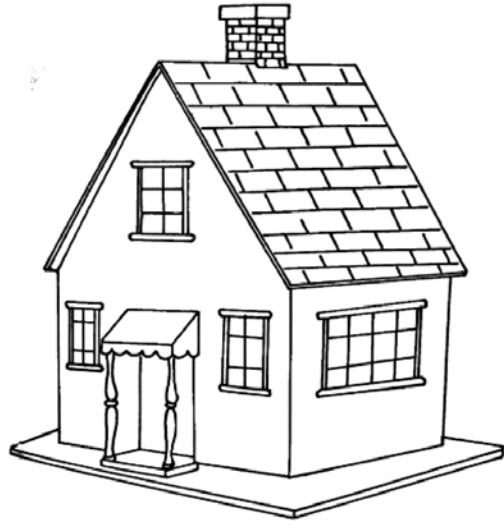


Image 5

4.6. Extreme temperatures

OBJECTIVES

Educational: Introduce the phenomena of extremely low and extremely high temperatures

Functional: Appropriate safety response in case of extremely low or extremely high temperatures, develop communication and fine movement

Behavioural: Awareness about prevention and safety in case of exposure to extremely high or extremely low temperatures

MATERIAL: images, thermometer, dishes with warm and cold water

ACTIVITY I

Show pictures of seasons: WINTER AND SUMMER (Image 1 and 2).



Image 1

Image 2



Ask them to identify the season shown on the picture.



Explain what is on the picture so they could understand what it is about.

Once they recognise seasons on images, simulate cold weather using ice cubes and warm weather using a hot-water bag. Ask students what they like to do in winter and in summer. Discuss what they feel if they stay in cold for too long (imitate shivering). Afterwards, discuss what they feel when it is hot (swipe your forehead, wave hands to cool down a bit).

ACTIVITY 2

Explain that during winter extremely low temperatures can occur, and during summer, the same can happen with extremely high temperatures. Explain how temperature is measured using a thermometer. Show the thermometer to children explaining the level in the mercury tube (depending on their age or ability/disability, explain "mercury") in case of low and high temperature, and show Image 3.

Do an experiment with a thermometer asking the children to put it in cold water, and monitor the changes on the thermometer.

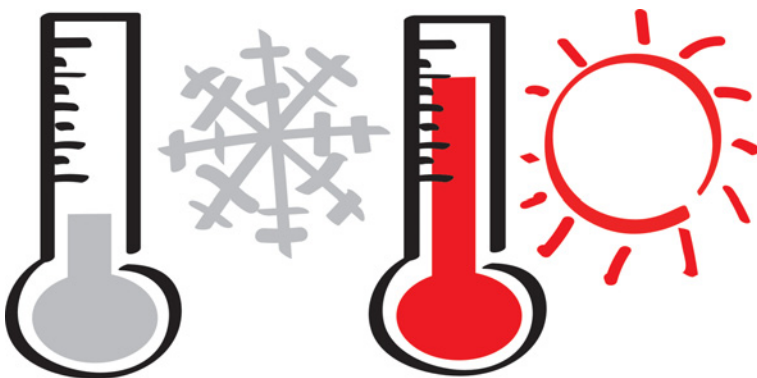


Image 3





In case of visually impaired students, put the thermometer in their hand to let them feel it. Note that there is a thermometer with a speech application (Image 4).



Image 4. Digital thermometer with speech application



For students with impaired hearing, explain using gestures and demonstration that thermometer measures temperature, and demonstrate natural gestures in case of cold and hot weather.



For visually impaired students, the task is to try to shape a thermometer using modelling clay.

Move on to the task where children use thermometer drawings to show what they look like when it is hot and when it is cold (Image 5).

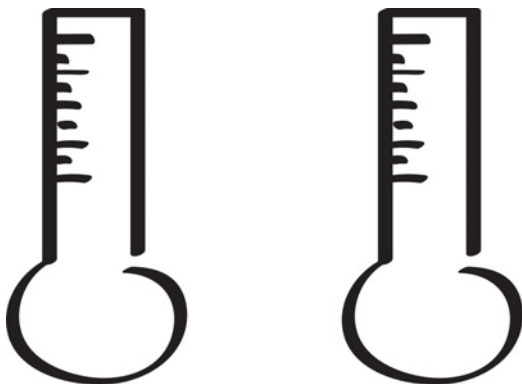


Image 5

Show Image 6 and 7 showing how low or high temperature can affect our health.



Image 6



Image 7

Explain that extreme heat can make us feel:

- Hot,
- We have difficulty breathing,
- A headache,
- Sick to our stomach.

Exposure to extreme cold can make us experience:

- Shivering,
- Slow movement,
- Joint pain,
- Sleepiness,
- Speech impairment (present all these symptoms by imitating them).



For students with impaired hearing, use thermometer to indicate high temperature and demonstrate the symptoms. Do the same for extreme cold.

ACTIVITY 3

What can we do if we find ourselves or someone else in danger due to extreme heat or cold?

Demonstrate to students how to help a person. If the person is hypothermic and experiences the above mentioned symptoms, they should be brought into a warm room and wrapped in blankets, with a hot drink to warm them up.

In case a person is exposed to extreme heat and experiences the consequences of the exposure, you should: take the person in a shade, have them drink some water, take the unnecessary clothes off them and place them where air circulation is stronger.

Exercise:

Students can simulate to be the affected or the one helping the affected. If the affected person's condition doesn't improve, call an ambulance dialling 124.



Enable visually impaired students to take the parts we described. Write down the emergency number using Braille.



Enable students with hearing impairment to take part and show them using fingers the picture of emergency and the picture showing 124.

ACTIVITY 4

Explain to children what can be done to prevent our bodies from reacting to extremely low and high temperatures. Working sheet: summer and winter garments (Image 8).

We must wear appropriate clothes and avoid long exposure outdoors, and we must drink water regularly in case of high temperatures. Have the students colour the garments.

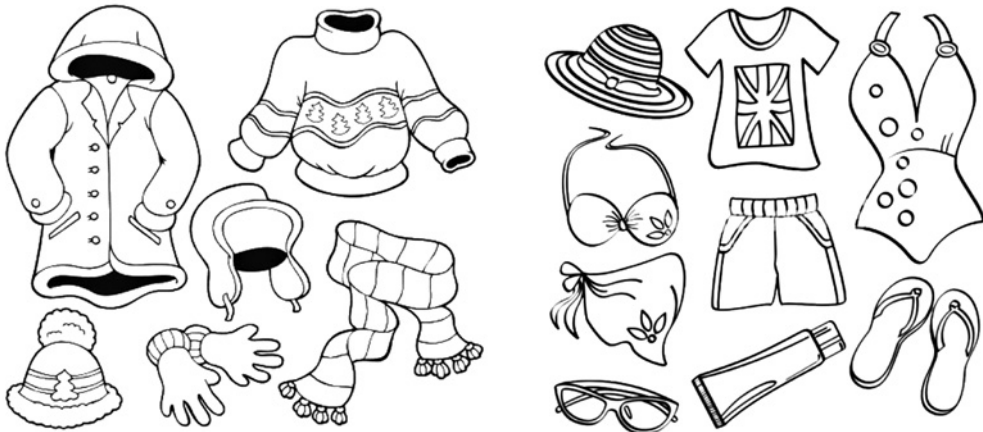


Image 8



For visually impaired students you can provide paper models of garments to try to identify them and what should be used in summer and in winter (or use actual garments: hats, scarves, muttons, t-shirts, shorts...)



For students with impaired hearing provide instructions in writing.



For students with physical disability, if necessary, provide bigger crayons easier to hold, or stick the paper onto the desk.

5. Conclusion

In the human civilisation, which we know the best by its exchange of knowledge – learning – human kind has focused its expertise and science on the nature and technology. The majority is materialistically-oriented, living the consumerism and the drive to indulge in satisfaction. It resulted in enslaving the nature. We all know that the nature, the physical world, flora and fauna, are key to human survival, but it works the other way around as well - flora and fauna could not survive without the human race. In the materialism of today, modern humans seem to forget about humanism, about interpersonal relations, about the idea of advocating for good and doing good to create joy. The materialistic orientation has rendered human life worthless, and conflicts over possessions have brought human civilisation to the point of being willing to destroy human lives and abundant natural resources. Perhaps the nature somehow realises that, so the planet increasingly suffers devastating earthquakes, floods, and fires. In humanism, human life is priceless, but many are lost daily due to negligence, ignorance or unpreparedness to respond to a disaster. It is therefore necessary to help each other in such situations that can cause human suffering, to protect ourselves, to save ourselves, and to recover from such disasters. In addition to any other help we provide in such situations, the best way is to help with proper education on how to stay safe, how to help the injured, and how to apply self-help. However, every community has children and adults who suffer from disabilities that impair their senses, intellectual function or locomotor function, making the traditional approach to education difficult, so it needs to be custom tailored to such persons to help them adopt education on how to prevent, ensure safety, and rescue from disasters caused by natural or human factors. The main purpose of every education is to transfer knowledge about phenomena, events, ideas, structures, and properties of the living and of the non-living world from both the objective and subjective perspective, manifested in an established relationship with our environment. With these relationships and relations established, knowledge becomes a sort of a personal satisfaction to the person developing values that are greater than merely existing. Apart from the knowledge we are born with such as intuitive and instinctive reactions, everything we know is a result of learning. Analogous to knowledge is a lack of knowledge, and it can be only be defined as admitting you don't know. As long as a person is not willing to admit they don't know, they are not ready to learn. Learning integrates all sensory modes, but every person has a different interpretation of the stimuli. So the essence of knowledge is always the same, regardless of the terms and languages (including sign language) used to interpret it. Practical knowledge is acquired by practicing and improving motor skills, using visualisation of events and structures, and by presenting terms with increased auditory activity. If an input channel of a person is impaired, they prefer to use their other, intact senses to receive educational content. That requires restructuring of the methodology used to process data, information, messages, symbols, signals and signs, but the essence of knowledge adopted by the person remains the same (either they know something or they don't). That is why children are best suited to learning, they admit they don't know, so they need to be exposed, over the course of regular curricula, to lessons on how to protect and save themselves in disasters and emergencies cause by human or natural causes. Special focus should be put on educating

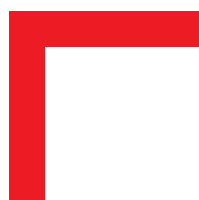
children with disabilities who are forced by their disability to psychologically restructure inputs in elaborating and interpreting knowledge. Since knowledge is essentially the same, the problem is not in adopting it, but in the methodology used to transfer it.

This document contains guidelines that focus on the importance of including children with disabilities in the programme of protection and safety in case of natural and other disasters, when everyone needs to respond to the emergency. Education refers to help, self-help, and how the children should behave in such situations. The document presents guidelines on how to teach children that may be suffering from various disabilities and sensory impairments, motor or cognitive disabilities. We have provided some basic didactic indications, and suggested teachers in the field to freely use their intellectual and creative potential and skills in designing teaching methods and content to implement the programme.

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