MHPSS
INTERNATIONAL
MOVEMENT
HUB



WEATHERING CHANGE:

A FACILITATOR GUIDE FOR YOUTH CLIMATE ACTION AND DISASTER PREPAREDNESS

Weathering Change: A facilitator guide for youth climate action and disaster preparedness

April 2026

© Copyright Red Cross Red Crescent Movement MHPSS Hub, 2026

Authors: Antonia Mackay, Nicolas Février, Ike Schuster
Reviewer: Shona Whitton
Layout and graphics: Jesper Guhle
Front cover Photo: Bhutan Red Cross

Suggested citation: *Weathering Change: A facilitator guide for youth climate action and disaster preparedness.* Red Cross Red Crescent MHPSS Hub, Copenhagen, 2026

Acknowledgements
The authors would like to express their sincere gratitude to Edina Csanyi, Senior Officer, EIB Institute, for her valuable support, guidance, and engagement throughout the development of the Climate Competent (CliC) project. Her commitment to strengthening youth preparedness, resilience, and climate action has been instrumental in making this resource possible.

We also thank the Luxembourg Red Cross, the Service National de la Jeunesse (SNJ), facilitators, volunteers, and young people who contributed their expertise, feedback, and participation during the development and testing of the programme.

This facilitator guide was developed as part of the Climate Competent (CliC) Project, which aims to strengthen young people's preparedness for climate-related hazards and disasters through participatory education, psychosocial support, first aid, and climate action learning.

The project was developed in cooperation with

European Investment Bank | Institute

snj Service national de la jeunesse

croix-rouge luxembourgeoise
Menschen helfen

The contents are the sole responsibility of the authors and do not necessarily reflect the views of the European Investment Bank (EIB), the EIB Institute or the Service National de la Jeunesse

Translations and adaptations
Please contact the Red Cross Red Crescent Movement MHPSS Hub (MHPSS Hub) for translations and formats of the *Weathering Change: A facilitator guide for youth climate action and disaster preparedness*

All translations will be posted on the MHPSS website. Please obtain prior written approval from the MHPSS Hub if you wish to add your logo to a translated or adapted product. There should be no suggestion that the MHPSS Hub endorses any specific organisation, products, or services. If you wish to translate the document kindly add the following disclaimer "This translation/adaptation was not created by the MHPSS Hub. The MHPSS Hub is not responsible for the content or accuracy of this translation".

We welcome your comments, feedback, and questions at mhpsshub@rodekors.dk

Please see the full list of materials available in the MHPSS Hub resource library

---

The Red Cross Red Crescent Movement MHPSS Hub
Hejrevej 30 st. 2400
Copenhagen NV Denmark +45 35 25 92 00

mhpsshub@rodekors.dk
mhpsshub.org

CONTENTS

Introduction 4

Facilitator profile and approach 8

Facilitator profile . . . 8
Facilitating sessions with young people . . . 8
Creating a safe space . . . 8
Trauma-informed guidance . . . 9
Methodology . . . 9
Target group . . . 9
Supporting materials . . . 9

Monitoring and evaluation (M&E) 10

Three core steps . . . 10
Optional extras . . . 10
Showing impact . . . 11
Principles for collecting information . . . 11
Learning and reporting . . . 11
Further guidance . . . 11

Welcome session: program overview 12

Module 1 – Preparedness for disasters and climate-related hazards 14

Welcome and introduction . . . 15
Activity One: Scramble vs plan . . . 16
Activity Two: Where to find help . . . 17
Activity Three: Network navigator . . . 19
Activity Four: Evacuation dash and pack . . . 21
Closing the module: preparedness commitment . . . 24

Module 2 – Anticipate, act and react: what to do in a climate-related hazard 25

Welcome and introduction . . . 26
Activity One: Climate-related hazard role game . . . 27
Activity Two: Reflection and debrief . . . 45
Activity Three: Quick refresher . . . 46
Closing the module . . . 48

Module 3 – Impacts of disasters and climate change on me and my community 49

Welcome and check-in . . . 50
Activity One: Feel it – Map it – Move it . . . 51
Activity Two: Helping others – Look, Listen, Link . . . 54
Closing the module . . . 56

Closing session 57

Annexes 61

Annex 1: Module 1 activity materials . . . 61
Annex 2: Module 2 activity materials . . . 72
Annex 3: Module 3 activity materials . . . 78
Annex 4: Monitoring and evaluation tools . . . 82

INTRODUCTION

This guide supports facilitators to deliver the **Weathering Change** program, which is designed to help young people (aged 11–18) build knowledge, skills, and confidence to stay safe before, during, and after disasters and climate-related hazards. It is a resource of the Red Cross Red Crescent Movement, for use by National Societies and partners in any country.

The program has three interactive modules. Each module takes 70–90 minutes, or about 1.5–2 hours with a short opening and close. You can deliver all three modules as a full program, or one or two modules on their own, in any order (see Delivering one module, or all three). The approach is participatory and experiential, emphasising practical learning, teamwork, and real-life application.

Adaptation for local and national context

Climate and natural hazards, and their impacts, differ across countries and communities because their causes, severity and effects depend on the region's geography, climate, population, infrastructure and capacity to respond. The content in this guide is general and written for use across the Movement, so it is essential to adapt it to the local and national context before you deliver the program.

This may include, but is not limited to:

- Identifying hazards that are more likely to be faced by young people in the community where you are implementing the program and adapting activities accordingly
- Specifying local or national emergency response agencies
- Identifying local or national sources of reliable information in an emergency
- Identifying local or national agencies or community groups that provide help during and after emergencies
- Identifying evacuation plans or safe places in the local area (where possible, officially designated safe places)
- Identifying the people that communities usually rely on in times of crisis (e.g. faith leaders, community leaders (formal or informal), teachers)
- Considering the learning environment where you will deliver the program (e.g. school, camp, or an informal educational setting). All activities can be run indoors or outdoors, so adapt any setting described to the space you have
- Considering where children and young people are most likely to be in an emergency (e.g. at home, at school, with or away from family members)

Use the table to find every place where the guide needs local information. In this guide, text in square brackets, such as [emergency number], marks where you should insert local details. Work with your National Society's MHPSS, first aid, youth and disaster risk reduction teams so that the content matches your National Society's own standards.

[PLACEHOLDER]	WHAT TO INSERT	WHERE IT APPEARS
[emergency number]	The local emergency number or numbers (police, fire, ambulance)	Module 1 household plan (Annex 1.5); Module 2 key messages and puzzles (Annex 2.1)
[local alert system]	The official public alert or warning system, and trusted sources of information (radio stations, authority websites, National Society channels)	Module 1, Activity Two (Where to find help) and the information cards (Annex 1.2)
[hazards]	The hazards most likely in your context (for example cyclones, earthquakes, drought or landslides). Replace or add scenarios in Modules 1 and 2 (scenario cards and role games)	Modules 1 and 2
[first aid guidance]	Your National Society's first aid guidance for drowning, burns, heat illness and bleeding. Confirm every first aid step with a certified first aid trainer	Module 2 key messages
[referral details]	Local helplines, child protection and mental health services, and the safeguarding focal point for your session	Trauma-informed guidance; closing of each module
[National Society contacts]	The name and contact details of the National Society focal point (for example MHPSS, youth, or disaster risk reduction)	Monitoring and evaluation (Learning and reporting); Annex 4, Tool 3
[safe places]	Official evacuation routes, shelters and meeting places	Module 1, Activities Three and Four; household plan (Annex 1.5)
[water and kit guidance]	Recommended drinking water per person per day and kit contents in local guidance (Annex 1.5 uses a 72-hour kit)	Module 1, Activity Four; Annex 1.5
[equipment and units]	Locally available equivalents (for example masks, torches, balls) and local measures	Module 2 materials
[language and culture]	Local terms, cultural and religious considerations, and norms about touch, gender and mixed groups in role-plays (for example the recovery position)	All modules
[wind threshold]	The wind speed above which local guidance says outdoor activities should be cancelled or changed	Module 2, Scenario D; Annex 2.4
[survey link]	The link or QR code for the online follow-up survey, if you use one	Closing session; Annex 4, Tool 5

Modules overview

MODULE	FOCUS
1. Preparedness for disasters and climate-related hazards	Why being ready matters and how to prepare
2. Anticipate, act and react: what to do in a climate-related hazard	What to do during a climate-related hazard, and basic first aid
3. Impacts of disasters and climate change on me and my community	Emotional and social impacts, coping strategies and how to support others

Delivering one module, or all three

Each module works on its own. You can deliver one module, two modules or all three, in any order that suits your group and context. The Welcome and Closing sessions are used only when all three modules are delivered together. Where one module refers to another, the guide says what to do if you are not delivering the other module.

DELIVERY OPTION	WHAT TO DELIVER	APPROXIMATE TIME	M&E TO USE
One module on its own	Module opening (welcome, introductions and group agreements, about 10 minutes), the module, then a short close with feedback (about 10 minutes)	About 1.5–2 hours in total (the module itself takes 70–90 minutes)	That module's two positioning statements at the start and end (Tool 1), feedback (Tool 2) and the facilitator page (Tool 3). Optional: knowledge check (Tool 4)
Two modules	Welcome and group agreements once, then each module in turn with a break between them, then a short reflection and feedback	About 3–4 hours	Each module's two statements (Tool 1); one feedback round at the end (Tool 2); one facilitator page (Tool 3)
All three modules	Welcome session (30 minutes), Modules 1, 2 and 3, then the Closing session (45 minutes)	About 5–6 hours of activities, plus breaks (for example, over two days)	All seven statements at the Welcome and Closing sessions (Tool 1); one feedback round at the end (Tool 2); one facilitator page (Tool 3). Optional: knowledge checks and a follow-up survey

If you deliver a module on its own, start with a short opening: welcome participants, introduce yourselves, agree group agreements (see Creating a safe space) and explain how you will ask for participants' views (see Monitoring and evaluation), and run the positioning game with that module's two statements (Annex 4, Tool 1). End with a short close: a reflection, a reminder of where participants can get support, and the feedback survey.

How to use this guide

Each module is self-contained and includes everything you need to plan and deliver it. The guide is not a script but a toolkit: use it, and adapt it, to create an engaging, safe and supportive learning environment. In each module and activity, you will find:

Learning objectives – what participants should know, feel or be able to do by the end of the module

- Module structure – the activities in the module and how long each one takes
- Planning notes for facilitators – what to prepare before the session
- Time – how long the activity takes
- Methodology – the participatory approach used
- Materials – what you need
- Speaker notes – suggested wording to read aloud
- Activity instructions – step-by-step guidance
- Facilitator tips – practical advice, adaptations for different ages and things to watch out for

Each element has an icon for quick reference (see Icons below).

Icons

These icons are used in the guide:



Planning notes for Facilitators
Preparation tips and important considerations for a smooth session.



Methodology
The participatory approach used in the activity.



Materials
Materials needed for each activity.



Speaker notes
Suggested wording and key messages, so that delivery is consistent.



Activity instructions
Interactive, age-appropriate exercises with clear purpose and step-by-step guidance.



Time
Suggested duration for each activity and the overall module.



Key messages checklist
Key points to cover in the role games and discussions.

FACILITATOR PROFILE AND APPROACH

FACILITATOR PROFILE

Number of facilitators: Two facilitators per module are recommended.

Group size: The ideal group is 10–15 participants, with one facilitator for every 7–8 participants.

Knowledge and experience: Facilitators should have basic psychosocial skills and be well acquainted with climate and natural hazards in their community, climate change, and emergency preparedness. Facilitators are usually National Society staff or trained volunteers. They should know their National Society's child safeguarding policy. Basic first aid knowledge is needed for Module 2; if you do not have it, ask a trained first aid instructor to lead those activities.

Recommended resources: Being familiar with these publications will help you facilitate:

- A Guide to Psychological First Aid (PFA) – MHPSS Hub
- Psychological First Aid (PFA) for Young Peers: A handbook – MHPSS Hub
- Role Play Guidance for Facilitators of MHPSS Trainings – MHPSS Hub

FACILITATING SESSIONS WITH YOUNG PEOPLE

All activities are interactive and hands-on. Young people learn best when they are actively involved, can move around, and see how the learning connects to their own lives. Your role as facilitator is to create an engaging, safe, and supportive environment where they feel confident to share, explore, and practise new skills.

Key principles to keep in mind:

- **Keep it active:** Use the games, discussions, and activities to keep energy high and attention focused.
- **Keep it relevant:** Help participants see why these skills matter in real life, using examples that connect to their world.
- **Encourage voice and choice:** Give participants opportunities to shape the discussion and share ideas.
- **Keep it respectful and inclusive:** Every young person should feel safe to try, make mistakes, and learn without fear of judgement.

CREATING A SAFE SPACE

Creating a safe space is fundamental. At the start of each session, agree group agreements with participants and write them up where everyone can see them. Focus on respect for each other's ideas and on supporting one another. For example:

- We listen to each other and take turns to speak.
- We can pass at any time, without having to explain.
- We respect different experiences and opinions.
- What is shared in the room stays in the room, unless someone's safety is at risk.
- We look after ourselves and each other, and we can ask for a break.

TRAUMA-INFORMED GUIDANCE

The program uses a trauma-informed approach. Talking about disasters and climate-related hazards can trigger strong emotions, especially for participants with prior experience of emergencies or climate-related anxiety. Facilitators should prioritise safety and wellbeing.

- **Be aware of potential triggers** – Activities like role-play or imagining hazards may activate distressing memories. Offer opt-outs or quiet roles.
- **Watch for signs of distress** – Withdrawal, tearfulness, or agitation.
- **Respond with care** – Check in privately, validate feelings, and offer breaks without pressure.
- **Create a safe environment** – Agree on respect and boundaries (see Creating a safe space).
- **Have a support plan** – Know referral options (school counsellor, helplines) and, if possible, have a second adult available for one-on-one support.
- **Know what to do if someone discloses harm** – If a participant tells you that they are being hurt, or that they are thinking about hurting themselves, stay calm and listen. Do not promise to keep it secret. Follow your National Society's child safeguarding procedure and tell the designated safeguarding focal point. Agree in advance who that person is and which local helpline or service you will refer to [referral details].
- **Look after yourself** – Debrief with your co-facilitator after each session. Talking about disasters can bring up difficult feelings for facilitators too.

Reminder: Facilitators are not counsellors; their role is to maintain a calm, safe, and supportive space.

METHODOLOGY

The program uses a participatory and experiential learning approach, combining short, focused explanations with practical exercises, indoor or outdoor activities, and role-playing. Scenarios and group challenges give participants the opportunity to practise problem-solving, teamwork, and quick reflexes in realistic but manageable situations. Activities are designed to be flexible, allowing facilitators to adapt them to local contexts and available resources. The emphasis throughout is on learning by doing, building confidence, and developing skills that participants can apply in real-life emergencies.

TARGET GROUP

Activities are designed for participants aged 11 to 18, but facilitators should adapt sessions to suit different ages and group sizes. For younger participants (11–13), simpler language, shorter activities, clear instructions, and additional facilitator support are recommended. Older participants (14–18) can engage with more complex scenarios and discussions, take on leadership roles, and participate in critical thinking exercises. In small groups, roles may be combined, and facilitators should keep energy levels high through active movement. For larger groups, splitting participants into smaller teams and using additional facilitators can help manage activities safely and effectively.

SUPPORTING MATERIALS

Supporting materials for each module, and the monitoring and evaluation tools, are in Annexes 1–4. Print and prepare them before each session. Print and prepare them before each session. Each module's planning notes list what you need.

MONITORING AND EVALUATION (M&E)

Monitoring and evaluation (M&E) helps National Societies and partners to understand whether the program is reaching its aims, to learn from delivery, and to build evidence for improving the guide. In line with the Movement's approach to MHPSS, M&E here is proportionate, participatory and based on the principle of doing no harm. It looks at outcomes, such as changes in knowledge, confidence, coping and connection, and not only at outputs, such as the number of sessions delivered. The same three steps work for one module or for all three. The tools are in Annex 4.

LEVEL	WHAT IT DESCRIBES	EXAMPLES IN THIS GUIDE
Outputs	What was delivered	Sessions delivered; participants reached, by age group
Outcomes	What changed for participants	Higher confidence on the positioning statements; feeling safe and respected; knowing someone to talk to
Action	What participants do with what they learned	The action each participant names; actions reported in the optional follow-up survey

THREE CORE STEPS

STEP	WHAT YOU DO	WHEN	TIME	TOOL
1. Ask	Positioning game: participants stand on a five-point scale, from strongly disagree to strongly agree, for the module's two statements	Start and end of each module	5 minutes each time	Tool 1
2. Listen	Feedback: participants tick or place stickers for five statements and write one thing they will do	End of the module (or of the program)	5 minutes	Tool 2
3. Reflect	Facilitator page: write down the counts, what worked and what to change	Straight after the session	15 minutes	Tool 3

One module on its own: use that module's two statements (see Tool 1). Two modules: use both modules' statements at the start and end. All three modules together: use all seven statements in the Welcome and Closing sessions, and use Tool 2 and Tool 3 once, at the end of the program. Use the same statements, in the same order and wording, at the start and end.

OPTIONAL EXTRAS

OPTIONAL EXTRA	WHAT IT ADDS	TOOL
Knowledge check	Four questions at the start and end of a module show whether key messages were understood	Tool 4
Follow-up survey	About three months later, shows what participants have put into practice	Tool 5

SHOWING IMPACT

A few clear indicators are more useful than a large amount of data. These four are enough to show what changed, and they come straight from the tools:

- **Who took part.** The number of participants, and how many were aged 11–13 and 14–18.
- **More confident.** For each statement, how many participants stood at 4 or 5 (agree or strongly agree) at the end.
- **Safe and connected.** How many participants said "yes, a lot" to feeling safe and respected, and to knowing someone they could talk to if they felt worried or upset.
- **Ready to act.** How many participants wrote down something they will do. Optional: how many did it, from the follow-up survey.

Example: "At the start, 5 of 12 participants rated themselves 4 or 5 on 'I know where to find reliable information in an emergency'. At the end, 11 of 12 did. 10 of 12 wrote down one thing they will do." Groups are small, so report numbers rather than percentages when you have fewer than 20 participants. These numbers show change in the group; they are not proof that the program caused it.

PRINCIPLES FOR COLLECTING INFORMATION

- **Be transparent.** Tell participants why you are asking and how the information will be used. It is not a test, and nobody is graded.
- **Voluntary participation and consent.** Participants can pass on any question. Follow your National Society's consent and child safeguarding requirements, including permission from parents or guardians where needed.
- **Confidentiality and data protection.** Record group totals only. Do not write names. Do not collect home addresses. Store paper forms securely and follow your National Society's data protection policy and local law.
- **Accessibility, inclusion and cultural fit.** Read questions aloud, use stickers or faces instead of writing, and translate the tools into participants' language. Adapt wording and methods to local culture, so that they capture what matters to participants.
- **Do no harm.** The tools ask about knowledge, confidence and connection, not about what participants have been through. If someone becomes upset, follow the trauma-informed guidance, and refer them through your safeguarding and referral procedure.

LEARNING AND REPORTING

- **Feedback to participants.** Tell participants what you found. A short thank-you note with the headline numbers shows their views were used.
- **Learn and adapt.** If a statement did not move, or feedback shows something was unclear, change that part next time and note why.
- **Report.** Send the facilitator page (Tool 3), without names, to your National Society focal point [National Society contacts]. If your National Society agrees, you can also share it with the Red Cross Red Crescent MHPSS Hub (mhpsshub@rodekors.dk) to help improve the guide.

FURTHER GUIDANCE

The indicators in this guide are simple on purpose. They are not a full MHPSS M&E system. If your National Society wants to link the program to wider MHPSS indicators and reporting, see the IFRC Monitoring and evaluation framework for psychosocial support interventions, with its toolbox and indicator guide, in the MHPSS Hub library. Your National Society's MHPSS team can advise on how to connect the two.

WELCOME SESSION: PROGRAM OVERVIEW

Use this session only when you deliver all three modules together. If you deliver a module on its own, use the short module opening described in Delivering one module, or all three.

Learning objectives

In this session, participants will:

- Feel welcome and get to know the facilitators and each other.
- Reflect on what they already know and feel about climate change and preparedness.
- Understand how the program is organised into modules and what to expect.

Session structure

SESSION	TIME
Welcome	10 minutes
Positioning game	15 minutes
Brief introduction to the program	5 minutes
Total	**30 minutes**



Time: 30 minutes



Methodology: Brief interactive introduction and icebreaker



Materials

- Rope or line on the floor
- Five signs for the scale: Strongly disagree, Disagree, Not sure, Agree, Strongly agree (Annex 4, Tool 1)
- Flipchart with the program plan and schedule
- Positioning game tally sheet (Annex 4, Tool 1)
- Optional: printed sticker chart and sticker dots (Annex 4, Tool 1)



Speaker notes

Welcome the participants and briefly introduce yourself and any co-facilitators. Explain that this session will provide an overview of the program and its structure. Encourage participants to introduce themselves to the group and share a little about their prior experience or knowledge. This is a chance to get to know each other and understand what to expect from the upcoming activities.

Activity instructions
Welcome (10 minutes). A brief introduction of the facilitators, followed by a quick round of introductions from the participants: *"Please say your name along with an adjective that starts with the same letter."*

For example: Clara – curious; Manuela – motivated.

Positioning game (15 minutes)

This interactive game helps you and the participants see their prior knowledge, confidence and views on climate change and preparedness. Participants respond to seven statements by positioning themselves on a scale from 1 to 5.

A rope is laid out on the floor, with five points marked along it. The facilitator reads a statement aloud, and the participants position themselves on the scale according to how much they agree with the statement: 1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree, 5 = strongly agree. Place a sign at each point so participants can see the scale. The facilitator records how many participants are at each point on the scale on the tally sheet (Tool 1).

Read the seven statements in Annex 4, Tool 1, in order and using exactly that wording. Do not read out the module labels. The same statements are repeated in the Closing session, so you can see whether participants' views have changed.

After each statement, invite a few participants to explain why they chose their number. To keep to 15 minutes, ask for explanations on three of the seven statements. Remind participants that there are no right or wrong answers and that they can pass.

If some participants cannot move around easily, or space is limited, use the sticker chart instead (Annex 4, Tool 1). Each participant places one sticker dot in the row that matches their view.

Brief introduction to the program (5 minutes)

The facilitator gives the participants a brief overview of the program structure and schedule, and covers practical matters such as allergies, personal boundaries, toilets and breaks. Agree the group agreements (see Creating a safe space) and explain briefly why you will ask for participants' views during the program: it is to improve the sessions, not to test participants.

MODULE 1 – PREPAREDNESS FOR DISASTERS AND CLIMATE-RELATED HAZARDS

This module explains why preparing ahead of time can make emergencies easier to handle. Participants will learn where to find reliable information, how to stay connected, what to do if they need to evacuate or shelter at home, and what to pack in an emergency kit.

Learning objectives

By the end of this module, participants should be able to:

- Recognise how preparing before a disaster or climate-related hazard can help in an emergency.
- Understand where to find reliable information in an emergency in their community or country.
- Build a support network and stay connected during emergencies.
- Know what to do if they need to evacuate their home, and where to go.
- Know what to have at home to shelter in place for 72 hours.

Module structure

SESSION	TIME
Welcome and introduction	2 minutes
Activity One: Scramble vs plan	20 minutes
Activity Two: Where to find help	15 minutes
Activity Three: Network navigator	15 minutes
Activity Four: Evacuation dash and pack	30 minutes
Closing the module: preparedness commitment	5 minutes
Total	**About 90 minutes**



Planning notes for Facilitators
Before Module one, prepare the following:

- Set up stations and activity spaces, and place the items and cards
- Mark relay or collection checkpoints for the Network navigator and Evacuation dash activities
- Review the facilitator prompts and debrief questions for each activity
- Plan how you will manage time, transitions, and team rotations.

Materials required:

- Scenario cards for Where to find help and Network navigator (Annexes 1.1 and 1.3)
- Information station signs and cards (Annex 1.2) for sources of emergency information ([local alert system], local government, radio, neighbours, optional social media rumours)
- Character cards for the support network: Family, Friend, Neighbour and Emergency Services, plus optional cards for older groups (Annex 1.3)
- Item cards or props for Evacuation dash and pack (Annex 1.4)
- Go-bags or baskets for each team, and a whistle
- Paper and pens for planning rounds
- String or chalk for network webs
- Safe zone marked on the ground
- Optional obstacles (a rope and a chair)
- Take-home household emergency plan, one per participant (Annex 1.5)

WELCOME AND INTRODUCTION



Time: 2 minutes



Methodology: Brief interactive introduction



Material: None



Speaker notes

"Today we're learning how to be ready for emergencies and disasters, such as those caused by storms, floods, or other climate-related hazards. Being prepared before something happens helps you stay safe, calm, and in control. In this module, we'll explore:

- *Where to find reliable information when it matters most*
- *How to stay connected with your family and friends*
- *What to pack if you need to evacuate or shelter in place."*

Tone tip: Use an upbeat, curious tone. Emphasise learning through doing and fun teamwork. Let young people know there is no perfect answer – just better decisions when we plan ahead.



Activity instructions

1. Welcome participants with energy and a smile.
2. Share the purpose of the module using the speaker notes.
3. If this is the first session with this group, set group agreements together (see Creating a safe space). If you are delivering Module 1 on its own, or as the first of two modules, start with the module opening and the positioning game for statements 1 and 2 (see Delivering one module, or all three).

ACTIVITY ONE: SCRAMBLE VS PLAN

Aim of the activity

To help participants see the difference between reacting without a plan and acting with a plan during an emergency.



Planning notes for Facilitators

- Know the scenario and debrief questions
- Have paper, pens and the household emergency plan (Annex 1.5) ready
- Plan teams and decide how to form them (for example, count off or let participants choose).



Time: 20 minutes



Methodology: Team-based interactive game and debrief



Materials

- Scenario (in the speaker notes and instructions; read aloud)
- Paper and pens for teams to write their plan



Speaker notes

"Let's imagine this situation together: You are at home and it's been raining for days. You see a breaking news update online or on TV saying there's a risk of flooding in your area. You might need to leave your home quickly. What do you do first? What do you take? Who do you contact?"

"Let's try a short game to see how it feels when we don't have a plan... and then we'll try it again with a plan."



Activity instructions

1. **Form Teams**

- Ask participants to form small teams of 3–5 people (e.g. count off "1, 2, 3" or say *"Find two people nearby and that's your household for the game!"*).
- Explain: *"This is your household for this activity. Stay with your team as we go through both rounds."*

2. **Round 1: Scramble**

- Read calmly: *"Heavy rain has caused a risk of flooding. You have one minute to decide what to do. No talking allowed. Choose three things to do or take."*
- Allow one minute.
- Debrief together as a whole group:
  - *"How did that feel?"*
  - *"Was it stressful or confusing?"*
  - *"What did you forget or not have time to think about?"*

3. Round 2: Plan

- Give each team a pen and paper.
- Teams have 2 minutes to discuss and write down:
  - Where to meet if separated
  - One person to contact
  - Three things to take
- Read the same scenario again.
- Teams decide together what to do based on their plan.
- Debrief together as a whole group:
  - *"Was that easier with a plan?"*
  - *"What helped you feel more ready the second time?"*
- Do not discuss the three items each team chose in Round 2. They are covered in more detail later in the module.



Summary speaker notes

Reinforce why it helps to plan calmly. Say:

"You can create a simple emergency plan with your family. Today, you'll get a template to fill out with your household. It helps you know where to go, who to contact, and what to do – especially if something unexpected happens."

Transition: *"A plan only helps if you get good information. Next, we'll look at where that information comes from and which sources we can trust."*

ACTIVITY TWO: WHERE TO FIND HELP

Aim of the activity

To help participants recognise reliable sources of emergency information and understand which sources they can trust in different situations.



Planning notes for Facilitators

- Set up 4–5 information stations, each with its sign and card (Annex 1.2)
- Print one scenario card for each team (Annex 1.1)
- Decide how to form teams (e.g. count off, let participants choose, or group them by where they are standing)
- Plan staggered start times or rotation to avoid crowding
- Review the facilitator prompts that guide the discussion
- **Age adaptation:**
  - 1–13: Use the icons and simple keywords
  - 14–18: Include the optional social media rumour station, so participants practise spotting unreliable information

Time: 15 minutes

Methodology: Team-based, self-guided stations with facilitator support and group debrief

Materials

- 4–5 clearly marked information stations, one for each of these sources (signs and cards in Annex 1.2):
  1. Local or national alert system (if available)
  2. Local government or emergency services websites or social media
  3. Local radio
  4. Trusted people, word of mouth (e.g. neighbours)
  5. Social media rumour (optional, for older groups)
- Scenario cards (context and hazard), one for each team (Annex 1.1):
  - Youth camp / Heavy rain
  - Youth camp / Wildfire
  - City / Flood
  - At school / Building fire
  - At home / Indoor flood
  - All alone / Heatwave
- Space to move safely between stations
- Optional: clipboards or paper for teams to make notes

Speaker notes

"In an emergency, people may say different things about what to do. It can be hard to know what's true or who to listen to. Today we'll explore realistic scenarios and figure out which sources of information – official channels, local services, radio, or trusted people – can help you make safe decisions."

Activity instructions

1. Explain the activity

- The stations are self-guided – participants read the signs and cards themselves. Facilitators move around the space and help where needed.

2. Form teams

- Teams of 3–5 participants
- Give each team one scenario card (Annex 1.1).

3. **Start the activity**

- Teams start at different stations, or stagger start times, to avoid crowding.
- Teams visit stations in any order, discussing which source would be most reliable for their scenario

4. **Facilitator prompts during activity**

- *"Why did you choose this source?"*
- *"What kind of information would you expect to get here?"*
- *"What could make this source hard to access in an emergency?"*
- Encourage teams to check more than one source.

5. **Group debrief**

- Discuss which sources are most reliable and why.
- Highlight possible challenges (e.g. phone or internet outages).
- Emphasise preparation: having multiple ways to get information and checking unofficial messages.



Summary speaker notes

"Knowing which sources you can trust during an emergency helps you make safe decisions. It's important to check multiple sources, be aware of unreliable messages, and have several ways to get information if one method isn't available."

ACTIVITY THREE: NETWORK NAVIGATOR

Aim of the activity

To help participants understand the importance of having a personal support network and guide them in building one for emergencies.



Planning notes for Facilitators

- Prepare one complete set of character cards per team (4–6 cards, depending on age; Annex 1.3).

Set up a checkpoint for each character card type around the space.

- Teams collect one of each card during the relay.
- Prepare the scenario cards (Annex 1.3), with the extra questions for older groups if needed.
- Review the facilitator prompts and debrief questions.

Age adaptation:

- 11–13: Focus on people who help them feel calm and safe; use simple explanations.
- 14–18: Include a wider network and discuss who to contact first, and why.

Time: 15 minutes

Methodology: Team-based interactive relay and discussion with hands-on mapping

Materials

- Character cards: Family, Friend, Neighbour, Emergency Services, and optional cards for older groups (Annex 1.3)
- String or chalk to draw connection webs
- Scenario cards (Annex 1.3)

Speaker notes

"In an emergency, everyone needs help. It might be from a parent, neighbour, or friend. Let's explore who's in your support network and how they can help."

Key concept: A support network is a group of trusted people who can help during a disaster – family, friends, neighbours, teachers, emergency workers.

Activity instructions

1. Introduction

- Explain what a support network is:
  - 11–13: *"People around you who can help when you need it."*
  - 14–18: *"People who can check on you, share info, or keep you safe."*
- Brainstorm examples together.
- Discuss why back-up plans (meeting places, trusted neighbours, nearby contacts) are important.

2. Relay collection

- Divide participants into teams of 3–5.
- Explain the goal: *"Your team must collect one of each character card from the checkpoints. One person runs at a time, grabs a card, and tags the next teammate. When your team has a full set, come back together."*
- Encourage teamwork, cheering and energy. Completing the set matters more than speed.
- Each team should finish with 4–6 cards (depending on age group).
- Facilitator prompts after teams have collected cards:
  - Family/Friend: *"Who in your family or friends can you count on?"*
  - Neighbour/Emergency Services: *"Could a neighbour help? When would you contact emergency services?"*
  - Optional (for older groups): *"Who else could help – a teacher, a doctor, or coach?"*

3. Build a web

- Teams lay out their collected cards in a circle or line.
- Using string or chalk, each team member takes a turn to connect the cards for the people they rely on.
- Discuss in their teams:
  - *"Where are your strongest connections?"*
  - *"Is your network mostly family or broader?"*

4. Scenario round

- Read 2–3 scenario cards aloud (Annex 1.3). For older groups, add the follow-up question.
- After each scenario, teams point to or name which network members could help and how.

5. Debrief questions

- *"Who is your support network?"*
- *"Could you strengthen or grow your network now?"*
- *"How could you help someone who doesn't have support?"*

Facilitator tip

Phones can fail, but people nearby – like neighbours, teachers, or community helpers – are often the first to help.

Transition: *"Now we know who can help us. Next, let's think about what to take with us if we had to leave home quickly."*

ACTIVITY FOUR: EVACUATION DASH AND PACK

Aim of the activity

To help participants practise packing for an emergency, decide what is essential, and see the difference between evacuating and staying home safely.



Planning notes for Facilitators

- Form teams of 3–5 participants.
- Prepare item cards or props (15–20 items) for each team (Annex 1.4):
  - Essentials: water, food, medicine, torch, phone and charger, radio, first aid kit.
  - Comfort or sentimental items: soft toy, music, drawing materials, blanket, book.
  - Non-essentials: video game console, skateboard.
- Provide a go-bag, small box or basket for each team.
- Mark stations around the space (3–4 "rooms") and a safe zone.
- Optional obstacles: rope to crawl under, chair to step around.
- Review the facilitator prompts and reflection questions.

Time: 30 minutes (15 minutes for the dash and 15 minutes for building the kit)

Methodology: Team-based relay game with hands-on decision-making and group reflection

Materials

- Item cards or props,15–20 items for each team (Annex 1.4)
- Go-bag, small box or basket (one per team)
- Safe zone marked on the ground
- Whistle
- Optional: A rope and a chair to create obstacles

Speaker notes

"Sometimes we may need to leave home very quickly – like during a fire, flood, or gas leak. It's hard to decide what to grab when you're stressed. This game helps us think about what's most important to take – and what we can leave behind."

Activity instructions

1. Introduction

- Explain the scenario:
  "Imagine your home is in danger – you only have time to grab a few essentials. What goes in your bag?"
- Explain the difference between essential, comfort and non-essential items.
  "Essentials are the things that keep you safe, healthy, and connected – stuff you actually need to get through an emergency. Comfort items help you stay calm and recover. Non-essentials are things you might want, but you can replace them later."
- Highlight that participants can collect only a limited number of items, so they need to prioritise. Remind them: *"In real life, safety comes first. Don't delay evacuation to collect things."*

2. Setup

- Place items at 3–4 stations around the activity space (bedroom, kitchen, living room, bathroom).
- Each team stands at the starting line with a go-bag.

3. Evacuation dash

- On the whistle, one person from each team runs to a station.
- They may collect only one item per trip and bring it back to their team's go-bag.
- Continue until each team has 10 items.
- Optional: add obstacles, such as crawling under a rope or stepping around a chair that is a 'blocked road'. Before you start, say: *"Remember: You only have time for 10 items – essentials first."*

4. Repack for sheltering at home

- Scenario: Now that participants have packed for an evacuation, ask them to reconsider what they would pack if they had to stay indoors for 72 hours because of an extreme heatwave.
- Teams adjust their kits:
  - Add items for home shelter: blankets, hygiene supplies, extra clothes.
  - Remove items not needed if staying home (e.g. passport, cash, portable charger if electricity is stable)

5. Safe zone reflection

- Gather teams in the Safe Zone.
- Compare kits and discuss:
  - *"Which items are truly essential in an emergency?"*
  - *"What did you add for comfort or emotional support?"*
  - *"If you had limited space, what would you prioritise?"*
  - *"Was anything important missing?"*
  - *"What did you add or remove when sheltering at home?"*
- **Extra questions for older groups:**
  - *"Do you know where your nearest evacuation point is?"*
  - *"How would you find a safe place if you were at school, on holiday, or at camp?"*
  - *"Can you identify at least two safe places away from your home?"*

6. Debrief questions

- *"What did you choose that you didn't really need?"*
- *"What would you pack differently next time?"*
- *"Was it harder than you thought?"*

Facilitator tip

To make it competitive, give points for essentials; or keep it as an open reflection. Older groups can explain their choices, thinking about emotional, practical and health needs. Add challenges to each scenario if you wish, for example, a power outage caused by the heatwave, which might prompt participants to reconsider what they pack. If participants have lived through an evacuation, play at walking pace instead of racing.

Encourage teams to include one or two comfort or sentimental items (e.g. a soft toy, music, or drawing materials). Explain:

- Survival essentials (water, food, safety items) are the priority for 72 hours.
- Including personal comfort or sentimental items supports emotional wellbeing and resilience during stressful times. Having something personal with you can also help your recovery after a disaster.

Transition: *"To finish, let's each choose one thing we will do after today."*

CLOSING THE MODULE: PREPAREDNESS COMMITMENT

Aim of the activity

To help participants identify and commit to one practical action from today's learning while reinforcing key preparedness messages.



Time: 5 minutes



Methodology: Individual reflection and group closing discussion



Materials

- Take-home household emergency plan (Annex 1.5)



Activity instructions

1. **Reflection**

- Ask participants to make one personal commitment based on what they learned today.
- Examples:
  - *"I'll create an emergency kit with my family."*
  - *"I will talk to my family about a household preparedness plan."*

2. **Closing message**

- Reinforce key points and encourage participants to use the take-home household emergency plan to continue building their household emergency plan.

3. **If Module 1 is your last module, thank participants, then use the positioning game for statements 1 and 2 (Annex 4, Tool 1) and the feedback form (Tool 2). After the session, complete the facilitator page (Tool 3).**



Summary speaker notes

"Being prepared helps you feel confident and calm. Today, you've learned how to stay connected with your family and friends, where to find reliable information when it matters most, and what to pack if you need to evacuate or shelter in place. You can take your household emergency plan home and continue building your household emergency plan with your family."

MODULE 2 – ANTICIPATE, ACT AND REACT: WHAT TO DO IN A CLIMATE-RELATED HAZARD

This module focuses on what to do when a disaster or climate-related hazard is happening. Participants will practise good reflexes and quick decision-making through realistic scenarios and role-play. They will learn key safety messages, how to act in different types of emergencies, and ways to help others without putting themselves in danger. The module also covers basic first aid skills to build confidence in responding to injuries until professional help arrives.

Learning objectives

By the end of this module, participants should be able to:

- Recognise the key safety messages for different climate-related hazards.
- Develop good reflexes to act quickly and safely in an emergency.
- Understand what to do in different situations and why each hazard may require a different response.
- Know how to help others safely and provide basic first aid if needed.

Module structure

SESSION	TIME
Welcome and introduction	10 minutes
Activity One: Climate-related hazard role game	40–60 minutes (two or three scenarios)
Activity Two: Reflection and debrief	10 minutes
Activity Three: Quick refresher	3–5 minutes
Closing the module	5 minutes
Total	**About 70–90 minutes (about 100–120 minutes if you play all four scenarios)**



Planning notes for Facilitators

Before Module 2, prepare the following:

- Choose an indoor or outdoor space with room to move.
- Prepare the items listed for each scenario you will play.
- Prepare the puzzles (optional; Annex 2.1).
- Review the key messages for all hazards (Activity One) and at the end of each scenario.
- Refresh your basic knowledge of first aid (e.g. the recovery position and bandaging).

Allow 2–4 hours to prepare for this module (reading and set-up).

Materials required:

- Puzzles (optional): two A4 puzzles of 35 pieces each (Annex 2.1). Flood and wildfire games: first aid items, a bag with a combination lock, a torch and a face mask (see the materials list for each scenario)
- Heatwave game: 18 cups with labels, table tennis balls and the score sheet (Annexes 2.2 and 2.3)
- Storm debate: scenario handouts, a ball or speaking object and a timer (Annex 2.4)

WELCOME AND INTRODUCTION

Time: 10 minutes

Methodology: Introduce emergency priorities and, if Module 1 was delivered, recall earlier learning

Material: None

Speaker notes

"Over the next hour or so, we will play role games that simulate climate-related hazards. We will see how you react, and then we will discuss what worked well and what could be improved. To start, who can tell me what kinds of climate-related hazards could affect our community?"

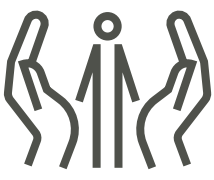
Facilitator tip
Help participants name the main climate-related hazards in your area, for example, flooding, drought (which can lead to wildfires), heatwaves and storms.

"Now, I would like to know who has done some first aid training and when. Please raise your hand if you have. What do you remember?"

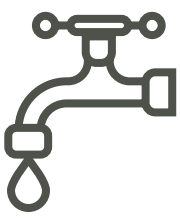
Facilitator tip
Recap basic first aid skills, e.g. the recovery position and bandaging.

"Remember that first aid is not only about treating injuries; it is also about staying calm, thinking clearly and supporting others. During the next activities, always keep these four priorities in mind, in this order: Safety, Water, Food and Shelter. Repeat after me: safety, water, food, shelter… One more time…"

Facilitator tip
Show a visual of the four priorities (see the example below).



SAFETY



WATER



FOOD



SHELTER



Activity instructions

- It is fine if some participants do not have basic first aid skills; they can help each other.
- Use the facilitator's key messages to help you respond to questions.
- Participants can talk as much as they like; this is encouraged. Treat the activity as a collaborative game. The usual group agreements apply: respect each other, listen to each other, and be polite.

ACTIVITY ONE: CLIMATE-RELATED HAZARD ROLE GAME

Aim of the activity

To help participants practise safe, quick decisions in realistic hazard scenarios, and to work together as a team.



Planning notes for Facilitators

Choose scenarios that reflect the hazards in your area and the time you have. You do not need to play all four. Activity One is planned for 40–60 minutes, which is usually two or three scenarios. Playing all four takes about 70–90 minutes, so only do this if you have planned a longer session.

SCENARIO	TIME	MAIN ACTIVITY	YOU WILL NEED
A. Flooding	20–25 minutes	Movement game in rounds, then first aid	Higher and lower ground; first aid kit; bag; puzzles (optional)
B. Wildfire	20–25 minutes	Movement game in rounds, then first aid	Higher and lower ground; first aid kit; water; eye mask; bag; puzzles (optional)
C. Heatwave	15–20 minutes	Throwing game, then first aid	18 cups and labels; table tennis balls; score sheet
D. Storm	15–20 minutes	Debate and vote, then first aid	Scenario handouts; a ball; a timer

- If you play both the flood and wildfire scenarios, run them one after the other, so participants see how the safe zones differ.
- For the flood and wildfire scenarios, you need an area with higher and lower ground, about 6 metres (20 feet) wide and at least 6 metres long, plus space for a safe zone. The more participants there are, the wider it should be.
- If you play indoors, or the ground is flat, mark the higher and lower ground with chairs, tables or a rope. You can also agree that one side of the area is the lower ground and the opposite side is the higher ground.

- The puzzles are optional. In the flood and wildfire scenarios, participants complete them in the safe zone to find the code for the locked bag and the steps for an emergency call. If you use them, mix the pieces of both puzzles together. If you do not use them, leave the bag unlocked and skip the puzzle step.
- Before the session, read the key messages for all hazards (below) and the debrief for each scenario you will play.



Time: 40–60 minutes for the scenarios you choose (usually two or three). All four scenarios take about 70–90 minutes.



Methodology: Role games that simulate climate-related hazards, followed by first aid practice and discussion



Materials

- See the materials list for each scenario.



Activity instructions

1. Before the session, choose your scenarios and set up the first one.
2. Remind participants of the four priorities, in this order: safety, water, food, shelter.
3. Run each scenario in turn. Every scenario is set out in the same order, so you can find what you need quickly:
   - Prepare – planning notes and materials
   - Introduce – speaker notes: the scene and the rules
   - Run – activity instructions (with a round-by-round table for the flood and wildfire games)
   - Practise the response – the first aid challenge after the game
   - Debrief – questions to ask, then the key messages: what you must reinforce, and additional guidance
   - Move on – a transition to the next scenario or to Activity Two
4. After the last scenario, go to Activity Two: Reflection and debrief.



Facilitator's key messages: all hazards

Use these messages in every scenario and in the debrief.

Must reinforce

- The four priorities, in this order: safety, water, food, shelter. Safety comes first: do not make the situation worse.
- Call emergency services straight away on [emergency number]. Answer the 5 W questions and do not hang up until the control centre ends the call.
- Look after each other: one person leads, everyone listens, and it is fine to say you are scared.

Additional guidance

Use this detail when it is relevant or to answer questions.

Keep the four priorities in mind, in this order: safety, water, food, shelter

- Safety: do not make the situation worse. Protect yourself first and always take the safest option, for yourself and for others.
- Water: try to find or bring safe drinking water. It helps you stay well if you have to wait for emergency services to reach you.
- Food: if possible, have some food, in case you have to wait a few hours for emergency services.
- Shelter: find shelter to protect yourself, if you can.

One person should lead

- Listen to and trust each other.

Use the 10-10 rule

- Take 10 seconds every 10 minutes to assess the situation.

Take a mobile phone with you

- Save battery: switch off Wi-Fi and Bluetooth.

Contact emergency services

- If you are the first to see an emergency, call emergency services straight away. Time is key.
- Check with the authorities about the situation.
- Know the local emergency number: [emergency number].
- Be ready to answer the 5 W questions:
  - Where did it happen? Give the exact location: address, street, house number, town, and landmarks such as buildings, paths, kilometre markers on the road, or forest rescue points where used.
  - What happened? Describe the incident briefly and objectively.
  - How many people are injured or need help? Give the number of people affected and describe their injuries or the help they need. This decides which emergency services are sent (for example, the fire brigade for people in the water, or an ambulance).
  - Who is calling? Give your name and telephone number so the control centre can ask further questions. Ask if they can locate you.
  - Wait for questions! Do not hang up until the control centre ends the call. This is the only way to make sure all the important information has been given.

Don’t be afraid to express yourself

- If you are afraid, or have questions, talk to someone.
- Emergency services are there to help you.

Problems can continue afterwards

- After a disaster, debris can cause injuries, and buildings may be unstable.Be prepared: many people may need first aid, including help with injuries and psychological support.

First aid: reduce the risk of panic and shock

- Use calming techniques such as calm breathing (Module 3, Activity One, Part 3). You can use them even if you are not delivering Module 3.

Scenario A – Flooding

Aim of the activity

To help participants practise moving to higher ground quickly, helping an injured teammate, and giving first aid after a flood.



Planning notes for Facilitators

- Set up the activity area before participants arrive, with a safe zone on the higher ground.
- Place the first aid kit at a random spot in the activity area.
- Put the bag in the safe zone. If you use the puzzles, lock the bag and put the puzzle pieces with it.
- Make sure there is enough space to move throughout the activity.
- Optional: lay a rope along the riverbank, so participants can see the river and watch the flood spread during the game.



Time: 20–25 minutes



Methodology: Role game in rounds, followed by first aid practice



Materials

- One first aid kit with bandages
- A bag locked with a combination lock, containing a survival blanket, a torch, a high-visibility jacket, a face mask (FFP2 or similar) and a bottle of water
- Optional: two A4 puzzles of 35 pieces each (Annex 2.1), showing:
  - a mobile phone calling [emergency number], with the code for the lock
  - the 5 W questions
- Optional: a rope to mark the riverbank



Speaker notes

Set the scene:

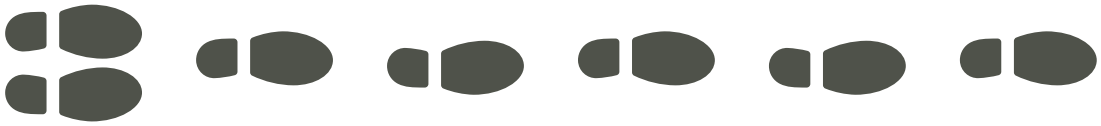
"You are at a youth camp. It is a nice autumn day, and you have set up your camp next to a river. On the horizon, you see dark clouds and lightning. Luckily, the rain is not coming your way. After a while, however, you notice that the river is rising. I will play the river."

Explain the rules:

- *"The game is played in rounds and develops as it goes, so I will give you more instructions during the game."*
- *"In each round, you can move up to five steps, placing one foot directly in front of the other."*
- *"To grab the first aid kit, you need to be next to it. Grabbing it takes a whole round, so you cannot move in that round."*
- *"Between rounds, you have 30 seconds to talk and decide what to do."*
- *"If the river reaches you, you are swept away and become a casualty."*

Activity instructions

1. Ask each participant to stand at a random spot in the activity area.
2. Stand on the lower ground. You play the river.
3. Show the movement rule: up to five steps per round, one foot directly in front of the other.



Initial position | First step | Second step | Third step | Fourth step | Fifth step

4. Play five rounds, following the table below. In each round, participants each carry out one action: move, collect the first aid kit, support others, or another agreed action. Then advance the river and say: *"You have 30 seconds to decide on your next move."*

ROUND	THEN THE RIVER ADVANCES	WHAT TO ADD OR SAY
1	3 steps	Choose a volunteer, ideally one who is far from the group and the safe zone. Say: *"This player has twisted their ankle and needs help to move. Someone must stay in contact with them, and the two of them move together, but they are limited to 3 steps."*
2	5 steps	Participants who reach the highest ground are in the safe zone, where the locked bag is. If you use the puzzles, they must complete them to open it, and can keep working on them while others are still escaping. They can call for help only after completing the phone puzzle. If they struggle to find the code, give this hint: *"Only what stays dry can save you!"*
3	5 steps	–
4	3 steps	–
5 (final)	1 step	Say: *"Now the water is going down. You are out of immediate danger."*

5. When everyone has reached the safe zone, continue with After the flood.

After the flood

1. If participants have not already done so, they call for help (see "Contact emergency services" in the key messages for all hazards).
2. Participants bandage the injured player's ankle, using the first aid kit. If they did not collect the kit, do the bandaging exercise anyway, and discuss why it matters to take essential supplies when you evacuate.

3. Say: *"Unfortunately, while you were escaping the flood, the wind changed direction and it is now raining."* Ask for a volunteer and continue: *"It is only 10°C outside, and dropping. This participant is completely wet and starts to shiver heavily. What do you do?"*
4. Participants discuss and show what they would do: protect the person from further heat loss, cover them with a survival blanket and avoid rubbing them.
5. Say: "*You spot an unconscious person lying on the shore. What do you do?"* If a participant was swept away during the game, they can play this person. Make sure participants check whether the person is breathing and place them in the recovery position.

Facilitator tip

Use the hypothermia and recovery-position steps to reinforce the first aid key messages below.



Debrief: flooding

Ask:

- *"When did your team decide to move to higher ground? What helped you decide?"*
- *"How did you help the player with the twisted ankle without putting yourselves in danger?"*
- *"If you were camping by a river and the water started to rise, what would you do first?"*

Must reinforce

- Move to higher ground early. If you are unsure, go higher – do not wait.
- Never walk or play in floodwater, and do not drink it.
- Call [emergency number] and give the exact location.
- First aid: check breathing and use the recovery position; keep a wet, cold person warm and do not rub them.

Additional guidance

Outdoors: water flows downhill

- Move uphill, to at least 2–3 metres above the water level. In a flood, the safe zone is the highest ground you can safely reach.

Evacuation time is key

- Keep checking the situation.
- Use landmarks, such as rocks or trees, to track the water level.
- Watch the strength of the current.

Walk out of the situation

- If you start to doubt what to do, it is time to evacuate.
- Go higher – do not overthink it.

Contact emergency services

- In a flood, give the exact location (for example, the affected houses or a known landmark) so emergency services can reach you quickly.
- Say what happened – for example: flooding, collapsed buildings or a person in danger.

Do not drink floodwater

- Floodwater and mud are very likely to be contaminated with chemicals and germs, including faecal bacteria, which cause illness.
- Floodwater is not always contaminated but treat it as if it is.

Bring what you will need in the next hours or days

- Water, food and safety items (for example, a torch and a blanket).
- Your mobile phone.

Indoors: never step in the water

- Beware of electricity and chemicals (for example, heating oil).
- Do not try to rescue a person or an animal in the water. Do not put yourself in danger; call emergency services instead.

Indoors: go up!

- Go as high as possible.
- If the building has only a ground floor, act as if you were outside.

Indoors: understand the alert and prepare

- Check whether the alert says how long you have before you must evacuate.
- Think about where your food is stored (the basement? the ground floor?) and move it higher if there is time.

First aid: drowning

- Clear the airway.
- Check if the person is breathing.
- If the person is breathing, put them in the recovery position.
- If the person is not breathing, call emergency services and start cardiopulmonary resuscitation (CPR), if you are trained to do so.

First aid: reduce the risk of hypothermia

- Cover the person with a blanket or a survival blanket.
- Do not massage or rub the person.
- If possible, remove wet clothes and replace them with dry ones.

First aid: if someone has drunk contaminated water

- Symptoms: diarrhoea (which may be severe), vomiting, headaches, dizziness, skin rashes or loss of consciousness.
- Call [emergency number].
- Help with vomiting if necessary.
- If the person is breathing but is not responsive, place them in the recovery position.
- If the person is not breathing, begin CPR.



Summary speaker notes

Transition: *"Water flows downhill, so in a flood we go up. Let's see how the next hazard is different."*

Then set up your next scenario or go to Activity Two: Reflection and debrief.

Scenario B – Wildfire

Aim of the activity

To help participants practise moving away from a wildfire safely, helping someone with dust in their eyes, and giving first aid for burns.



Planning notes for Facilitators

- Set up the activity area before participants arrive. The safe zone is below the point where the fire starts, on the lower ground.
- Place the first aid kit and the bottle of water at random spots in the activity area.
- Put the bag in the safe zone. If you use the puzzles, lock the bag and put the puzzle pieces with it.
- Read how the fire spreads (in the activity instructions) before the session.



Time: 20–25 minutes



Methodology: Role game in rounds, followed by first aid practice



Materials

- One first aid kit
- One bottle of water
- One eye protection mask
- A bag locked with a combination lock, containing a survival blanket, a torch, a high-visibility jacket and a face mask (FFP2 or similar)
- Optional: the same two A4 puzzles as for the flood scenario (Annex 2.1), showing:
  - a mobile phone calling [emergency number], with the code for the lock
  - the 5 W questions

Speaker notes

Set the scene:

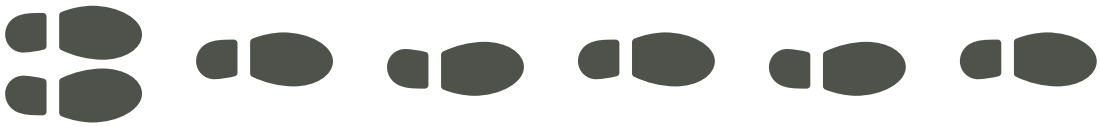
"You are in a forest. It is a nice summer day, and it has not rained for three weeks. Suddenly, you smell smoke. You look around and see smoke nearby. A wildfire is approaching! I will play the fire."

Explain the rules:

- *"The game is played in rounds and develops as it goes, so I will give you more instructions during the game."*
- *"In each round, you can move up to five steps, placing one foot directly in front of the other."*
- *"To grab an object, you need to be next to it. Grabbing it takes a whole round, so you cannot move in that round."*
- *"Between rounds, you have 30 seconds to talk and decide what to do."*
- *"If the fire catches you, you become a casualty."*

Activity instructions

1. Ask each participant to stand at a random spot in the activity area.
2. Stand on the lower ground. You play the fire.
3. Show the movement rule: up to five steps per round, one foot directly in front of the other.



Initial position | First step | Second step | Third step | Fourth step | Fifth step

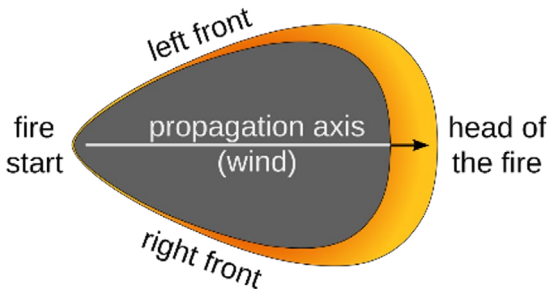
4. Start round 1: enter the activity area at one edge and say: *"What are you going to do? Be careful – if the fire catches you, you become a casualty. You have 30 seconds to decide."*
5. Play five rounds, following the table below. In each round, participants each carry out one action: for example, move, collect an object or give an object to another participant. Then advance the fire, following the propagation model, and say: *"You have 30 seconds to decide on your next move."*

ROUND	THEN THE FIRE ADVANCES	WHAT TO ADD OR SAY
1	2 steps	Choose a volunteer, ideally one who is far from the group and the safe zone. Say: *"This player has dust in their eyes and needs help to move. Someone must stay in contact with them, and the two of them move together, but they are limited to 3 steps."*
2	3 steps	Participants who move below the level of the fire reach the safe zone, where the locked bag is. If you use the puzzles, they must complete them to open it, and can call for help only after completing the phone puzzle. If they struggle to find the code, give this hint: *"Only what still burns will show the way!"* If the injured player is given the bottle of water, they can wash their eyes and move freely again. Giving the bottle and washing the eyes each take one action.
3	3 steps	If nobody collected the eye protection mask, choose another participant who now has dust in their eyes and needs help, with the same conditions as in round 1. If someone collected the mask, say: *"Good news: the mask you grabbed has special powers. It protects all of you from further eye irritation."* (It does not help anyone who is already injured.)
4	2 steps	–
5 (final)	1 step	–

6. When everyone has reached the safe zone, continue with After the wildfire.

How the fire spreads

- The fire spreads in an inverted egg shape, from lower ground towards higher ground (see the model below).
- The fire cannot spread below its starting point.
- Participants cannot enter an area the fire has reached.



Source: Christophe Dang Ngoc Chan, 2013, Wikipedia

After the wildfire

1. If participants have not already done so, they call for help (see "Contact emergency services" in the key messages for all hazards).
2. Participants treat the player with dust in their eyes. This is only possible if they collected the bottle of water. If they did not, discuss how washing the eyes could have helped.
3. Say: *"Unfortunately, while you were escaping the fire, one of you has been burned."* Ask for a volunteer to play the injured person and continue: *"Their whole arm is burnt. They were wearing a long-sleeved shirt to protect against insects, and some pieces of clothing are stuck to the skin. What do you do?"*
4. Participants discuss and show what they would do. Make sure they identify that:
   - burns should be cooled with cool running water, if available, for as long as local first aid guidance recommends (never with ice)
   - burned skin should not be touched unnecessarily
   - clothing stuck to burned skin should not be removed.



Debrief: wildfire

Ask:

- *"How did you decide which way to move? What did the smoke and wind tell you?"*
- *"How did your team help the player with dust in their eyes?"*
- *"What would you do first if you smelled smoke on a hike?"*

Must reinforce

- If a fire is large, evacuate immediately. Never try to cross a fire.
- Move away at a right angle to the wind, and downhill if possible.
- Call [emergency number] straight away. The first person to see a fire can make a big difference.
- First aid: cool burns with cool running water, and do not remove clothing stuck to the skin.

Additional guidance

Small fire or large fire

- If a fire has only just started and is still very small, it may be possible to put it out, but only if it is safe. Tell an adult and call emergency services, if possible.
- If the fire is large, evacuate immediately.

Time is key

- If you are the first to see a fire, call emergency services straight away (see "Contact emergency services" in the key messages for all hazards). In a fire, also give this information:
  - Where is the fire? Describe the location as precisely as possible: for example, the forest path, the district, the nearest road, a landmark, kilometre markers on the road, or a forest rescue point where used.
  - What is happening? Briefly describe what you can see (for example, 'thick smoke rising' or 'flames in the forest'), whether the fire is on the ground or in the treetops, and how far it has spread (for example, the size of a football pitch, or half a pitch).

Wildfires are sudden

- Weather forecasts can show when the risk of wildfire is high, but never exactly where or when a fire will start.
- In a wildfire, the first witness often knows more about the situation than the authorities.

Fire spreads with the wind

- To see the wind direction, look at the smoke.
- To avoid the flames, do not run in the same direction as the wind. Move away from the fire at a right angle to the wind, towards bare, burnt or cleared ground. Always follow instructions from the authorities.
- Beware of smoke and flying sparks.

Fire goes up

- While evacuating, go downhill if possible

Don't cross the fire

- If you need to evacuate, never try to cross a fire if you cannot see where it ends.

Be aware of the speed and estimate the size

- With moderate wind, fire can cross a football pitch (100 m) in 10 minutes.
- To estimate the size of a fire, compare it with a sports field you know (for example, a football pitch or basketball court).

Building fire (indoors): close windows and doors

- Close all the windows and doors.
- Check the basement and the attic.
- Switch off the ventilation system, if there is one.

Building fire: observe

- Time is key.
- Make the safest decision.
- Do not wait too long to evacuate.

Building fire: make yourself visible

- If you cannot evacuate, make yourself visible to the firefighters (for example, signal from a window).

First aid: burns

- Cool the burn with cool (not ice-cold) running water.
- Do not touch the burnt skin, and do not remove clothing that is stuck to it. Leave that to the professionals.

First aid: smoke and dust irritation

- Symptoms: sore eyes, coughing, shortness of breath.
- Cover your mouth and nose with a cloth (or a face mask such as an FFP2, if available).
- Protect your eyes (for example, with safety glasses or ski goggles).
- If you can, wash your face to remove the dust. When you sweat, dust can run into your eyes.

Summary speaker notes

Transition: *"Fire moves fast and travels uphill, so we move away from it, across the wind. Let's see how the next hazard is different."*

Then set up your next scenario or go to Activity Two: Reflection and debrief.

Scenario C – Heatwave

Aim of the activity

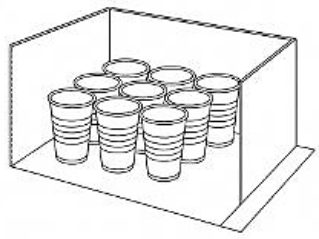
To show participants that simple actions, such as going into the shade and drinking water, protect you and others; that every degree counts; and that we should not make a hazard worse (a barbecue in a heatwave can start a wildfire).

Planning notes for Facilitators

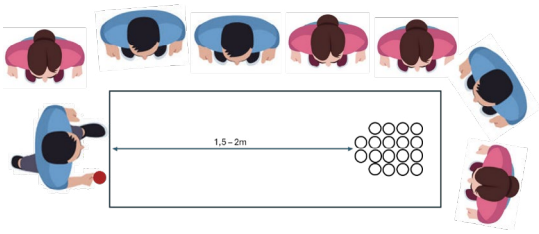
- Prepare 18 cups before the activity (cup labels in Annex 2.2):
  - Positive points: 2 Sunscreen cups (+1 point each), 2 Hat cups (+1 point each), 1 Shade cup (+2 points), 1 Water cup (+3 points)
  - Negative points: 2 +1°C increase cups (−1 point each), 2 +2°C increase cups (−2 points each), 1 +3°C increase cup (−3 points), 1 BBQ cup (−2 points)
  - The remaining 6 cups have no label and are worth 0 points.



- Place the cups in a square on a table or on the floor. To make the game easier, put a cardboard frame or tray around the cups (see the illustration).



- Mark a throwing line about 1.5–2 metres from the cups.
- To keep participants engaged while they wait, arrange the queue around the activity area (see the illustration).



Time: 15–20 minutes

Methodology: Throwing game, followed by a first aid role-play

Materials

- 18 cups or similar containers
- Cup labels (Annex 2.2)
- Two table tennis balls (or similar) per participant
- Score sheet (Annex 2.3) and a pen
- Optional: a cardboard frame or tray

Speaker notes

Introduce the game:

"The next activity is a game where you play against the heatwave. Depending on your aim, you will win… or lose. So be precise!"

Set the scene:

"It has been very hot for the last few days. The weather service forecasts temperatures above 35°C over the next few days, with local peaks of up to 40°C."

Explain the rules:

"To score points, throw your balls into a cup labelled sunscreen, hat, shade or water. If a ball lands in a cup that raises the temperature, or in the BBQ cup, you lose points. The ball must go into the cup. Touching the cup does not count."



Activity instructions

1. Ask participants to line up behind the throwing line. One participant plays at a time.
2. When it is their turn, each participant takes two table tennis balls and tries to throw them into the cups.
3. After each turn, write the points won or lost on the score sheet.
4. Continue until everyone has had a turn. Participants win if the final score is above zero. If it is zero or below, the heatwave "wins".

After the heatwave

1. Say: *"One person is not feeling well."* Ask for a volunteer to play the part and say: *"This person feels dizzy and has a headache. What do you think has happened? What do you do?"*
2. Participants discuss and show what they would do. The person may have heat exhaustion, which can lead to heat stroke. They need to stop all effort, go into the shade, sit down and drink water.
3. Make sure participants know to call [emergency number] if the person is vulnerable (for example, a young child or an older person), feels very unwell, is confused or faints (see "Contact emergency services" in the key messages for all hazards).

Facilitator tips

- To make it harder, give participants a time limit (for example, 10 seconds) for their throws.
- You can play individually, in teams, or with one score for the whole group.



Debrief: heatwave

Ask:

- *Which cups did you aim for, and why?"*
- *"What simple things can we do to stay safe in very hot weather?"*
- *"Who in your family or community might need extra help in a heatwave?"*

Must reinforce

- Drink water before you are thirsty, stay in the shade and avoid intense effort.
- Look out for others, especially older people and young children.
- Do not light barbecues or open fires in hot, dry weather.
- Heat stroke is an emergency: call [emergency number] if someone is confused, faints or is very unwell.

Additional guidance

Good habits

- Drink before you are thirsty.
- Avoid sport or intense effort.
- Look out for others, especially older people and children.

Outdoors: no open fire

- Heatwaves often come with dry conditions, which raise the risk of wildfire.
- Do not light a barbecue.

Outdoors: plan enough water

- If you are travelling, check the weather forecast.
- Bring enough water (at least 2 litres per person per day, or as local guidance recommends).

Outdoors: protect yourself from the sun

- If possible, find shade.
- Wear a hat.
- Protect your skin with long sleeves and sunscreen.

Listen to your body

- If you feel dizzy, stop all effort, go into the shade and drink water.

First aid: sunburn

- Cool the skin with cool running water or a cool bath (no shower, to avoid a drop in blood pressure and fainting).
- Keep hydrated and drink extra water.
- Protect sunburned skin with loose clothing to prevent further damage.

First aid: heat exhaustion or heat stroke

- Symptoms: headache, dizziness, vertigo, vomiting, confusion.
- Stop all effort and rest.
- Go into the shade.
- Drink (or give) something non-alcoholic, ideally water.
- Call [emergency number] if the person is confused, faints or is very unwell. These are signs of heat stroke, which is an emergency.



Summary speaker notes

Transition: *"Fire moves fast and travels uphill, so we move away from it, across the wind. Let's see how the next hazard is different."*

Then set up your next scenario or go to Activity Two: Reflection and debrief.

Scenario D – Storm

Aim of the activity

To help participants practise weighing up risks as a group before an outdoor activity and know what to do if they are caught outside in a storm.



Planning notes for Facilitators

- Print the Scenario 1 and Scenario 2 handouts (Annex 2.4). Replace [wind threshold] with the threshold in your local guidance.
- Decide how to divide participants into two groups:
  - Group 1 receives Scenario 1 (in favour of going on the hike).
  - Group 2 receives Scenario 2 (in favour of cancelling or changing the hike).
- Some participants may need help reading or understanding their scenario. Be ready to help.



Time: 15–20 minutes



Methodology: Structured debate and vote, followed by a first aid role-play



Materials

- Scenario 1 and Scenario 2 handouts (Annex 2.4)
- A ball or other speaking object
- Stopwatch or phone timer



Speaker notes

Set the scene:

"You are a group of friends who plan to go on a two-day hike in the forest. Some of you are very motivated to go; others are less keen."

Hand out the scenarios and say:

"A decision must be made: should the hike go ahead as planned, or be cancelled or changed? You have five minutes to read your scenario. Then the debate will start."

Explain the debate rules:

- *"Everyone is invited to speak, but you need to hold the ball to speak."*
- *"Raise your hand if you want to speak. Ideally, the two groups take turns, and people who have not spoken yet go first."*
- *"After ten minutes, we will vote on whether to go on the hike."*
- *"Remember to stay polite and respect each other."*



Activity instructions

1. Divide participants into two groups and set the scene (see the speaker notes).
2. Give Scenario 1 to the first group and Scenario 2 to the second group. Allow 5 minutes for them to read their scenario and prepare their arguments.
3. Ask participants to form a circle, alternating members of the two groups where possible. Explain the debate rules.
4. Ask who wants to start. Let the debate run for 10 minutes. If several participants raise their hands, decide who gets the ball next.
5. End the debate and say: *"We will now vote. Who is in favour of going?"* Count the votes.
6. If a participant votes differently from their group's position, invite them to explain what changed their mind. Use this to discuss how people judge risks differently, and why it helps to listen to different views when deciding what to do in severe weather.
7. Continue the scenario: *"You are outside, there is no shelter nearby, and a storm is coming. What can you do to protect yourself?"* Let participants discuss, then guide them towards these actions:
   - move away from isolated trees and utility poles
   - look for lower ground, such as a ditch or a dip in the ground
   - get low to the ground and protect your head
   - avoid exposed high points.
8. Say: *"Because of the wind, a branch falls on one of your group. What do you do?"* Ask for a volunteer to play the injured person. Participants discuss and show what they would do. Guide them towards these actions:
   - call emergency services
   - if there is a wound, stop the bleeding and, if possible, clean the wound
   - if the person is unconscious, check whether they are breathing. In this scenario, the person is breathing, so place them in the recovery position.

Facilitator tips

- Encourage quieter participants to take part and make sure both points of view are heard.
- Keep the debate focused on risks and decision-making. Encourage participants to use the information in their scenario.



Debrief: storm

Ask:

- *"What arguments changed people's minds, or made them more certain?"*
- *"How can a group make a safe decision when people disagree?"*
- *"What would make you cancel or change an outdoor plan?"*

Must reinforce

- Check the forecast and local warnings before going out. It is fine to cancel or change plans.
- If you are caught outside, move away from trees, poles and high points, get low and protect your head.
- First aid: call emergency services, stop any bleeding, and place an unconscious person who is breathing in the recovery position.

Additional guidance

Check before you go

- Check the weather forecast and local warnings before an outdoor activity.
- Follow local guidance on cancelling or changing activities in strong wind ([wind threshold]).
- Strong winds can bring down branches or trees, and emergency services may find it hard to reach you.

Caught outside with no shelter

- Move away from isolated trees, utility poles and exposed high points.
- Look for lower ground, such as a ditch or a dip in the ground.
- Get low to the ground and protect your head.

First aid: someone is hit by a falling branch

- Call emergency services.
- If there is a wound, stop the bleeding and, if possible, clean the wound.
- If the person is unconscious, check whether they are breathing. If they are breathing, place them in the recovery position.



Summary speaker notes

Transition: *"Good decisions start before we leave home. Let's think about everything we have practised."*

Then set up your next scenario or go to Activity Two: Reflection and debrief.

ACTIVITY TWO: REFLECTION AND DEBRIEF

Aim of the activity

To help participants reflect on the decisions they made and how they worked as a team and connect what they practised to a real emergency.



Time: 10 minutes



Methodology: Open conversation to reinforce learning and connect skills to real-life actions



Materials

- None



Speaker notes

"Thank you for participating. How are you feeling after that? What did you learn? What did you do well as a team? "

Discussion prompts:

- *"How did you decide what was most important?"*
- *"What helped your team work well together?"*
- *"Was anything surprising or hard?"*
- *"How could you use these skills if something happened in your community?"*

Transition: *"Let's finish with a few quick scenarios to see what you remember."*



Activity instructions

Bring all participants together. Start with a short check-in on how they feel after the role game. Then invite those who want to share to say what they did and why. You have already covered the detail in each scenario's debrief, so here recall only the 'must reinforce' messages for the scenarios you played.

Keep the focus on decisions and teamwork, not on who did well or badly. Being caught by the river or the fire in a game is part of learning, not a failure.

If you are delivering Module 2 on its own, a simple calming exercise is described in Module 3, Activity One, Part 3 (calm breathing). Use it here if anyone feels unsettled.

ACTIVITY THREE: QUICK REFRESHER

Aim of the activity

To check that participants can recall and apply a key message in a new, short scenario. This is a quick knowledge check, not another full discussion.



Time: 3–5 minutes



Methodology: Short on-the-spot scenarios



Materials

- None



Speaker notes

"Who can answer this scenario?" (Read out one of the examples below.) "Don't forget the four priorities: Safety, Water, Food and Shelter."

Activity instructions

Where? Anywhere.

When? The module structure places this after the reflection and debrief. You can also use it at another point, for example after a break. If you use it earlier, return to the reflection and debrief after the final scenario.

What? Describe a simple scenario. The group explains briefly how they would react. Use the examples below or make up your own.

Example 1

Wildfire (Scenario B): "*You see some smoke 100 metres away in this direction [the facilitator points in one direction]. What do you do?*"

Expected answers:

- Think about the weather: Has it been dry in recent days? Will it rain?
- Check the wind direction:
  - If it is blowing away from the group, still call [emergency number] straight away.
  - If it is blowing towards the group, call [emergency number] and evacuate across the wind, and if possible, not uphill (fire travels uphill).
- Try to estimate the size of the fire, if you can see it, using a sports field as a reference.
- Check if there is a water point nearby.

Example 2

Flood (Scenario A), next to a river: *"It has been raining for the past 48 hours. Can we camp here?*"

Expected answers:

- Check the surroundings and suggest higher ground (at least 2–3 metres above the riverbank).
- Mention a landmark (e.g. a rock or tree) to check the water level.
- Mention objects to have nearby in case of evacuation: water, food, mobile phone.

Example 3

Heatwave (Scenario C): *"It is 38°C and we are about to play football outside at midday. One of your friends says they feel dizzy. What do you do?*"

Expected answers:

- Stop the game and help your friend into the shade. Rest and drink water.
- Drink water before you feel thirsty and avoid intense effort in the heat.
- Call [emergency number] if your friend is confused, faints or is very unwell.
- Suggest playing later, when it is cooler.

Example 4

Storm (Scenario D): *"We are on a walk and the wind is getting much stronger. A storm is coming and there is no building nearby. What do you do?"*

Expected answers:

- Move away from isolated trees, utility poles and high points.
- Look for lower ground, such as a ditch, get low to the ground and protect your head.
- Next time, check the forecast and local warnings before going out.

CLOSING THE MODULE



Time: 5 minutes



Methodology: Short group reflection and check-in



Materials

- None



Speaker notes

"Well done, everyone. Whatever the hazard, remember the four priorities in this order: Safety, Water, Food, Shelter. How are you feeling after the games? Strong feelings after an emergency game are normal."

Facilitator tip

Keep this calm and unhurried. It helps participants leave steady after an active, sometimes noisy, game.



Activity instructions

1. Recap the four priorities and the 'must reinforce' messages for each scenario you played.
2. Check in: ask each participant for one word that describes how they feel. Participants can pass.
3. Remind participants that it is normal to feel worried after talking about emergencies and tell them who they can speak to ([referral details]).
4. If you are delivering Module 3 next, say: *"In the next module, we'll look at the feelings that come up in emergencies, and how we can look after ourselves and each other."*
5. If Module 2 is your last module, thank participants, then use the positioning game for statements 3 and 4 (Annex 4, Tool 1) and the feedback form (Tool 2). After the session, complete the facilitator page (Tool 3).

MODULE 3 – IMPACTS OF DISASTERS AND CLIMATE CHANGE ON ME AND MY COMMUNITY

This module looks at how disasters and climate change affect us – not just physically, but also emotionally and socially. Participants will explore the feelings that can come up after a disaster, learn simple coping strategies, and understand why supporting each other matters. Through games, discussions, and group activities, they will also practise basic Psychological First Aid (PFA): a way to help friends, family, and community members feel safe, calm, and supported after a disaster.

Learning objectives

By the end of this module, participants should be able to:

- Recognise and name emotions they may feel during disasters and climate change.
- Identify how and where stress shows up in their bodies and minds.
- Practise calming techniques to manage strong emotions.
- Support others using Psychological First Aid (PFA): Look, Listen, Link.

Module structure

SESSION	TIME
Welcome and check-in	5 minutes
Activity One: Feel it – Map it – Move it	35 minutes
Activity Two: Helping others – Look, Listen, Link	45 minutes
Closing the module	5 minutes
Total	**About 90 minutes**



Planning notes for Facilitators

Before Module 3, prepare the following:

- Set up indoor or outdoor spaces for each activity, ensuring room for movement and small group work.
- Prepare stations or areas for reflection, role-play, and movement exercises.
- Review the speaker notes, prompts, and debrief questions for each activity.
- Decide how to divide participants into small groups or pairs.
- Plan how you will manage time, transitions and group rotations.

Materials required:

- Weather emotion icons (sunny, rainy, stormy, cloudy, windy, rainbow; Annex 3.1)
- Chalk or large paper with body outlines (one per small group; Annex 3.2)
- Markers
- Calm breathing and five-finger breathing visuals (Annexes 3.3 and 3.4)
- Sticky notes (optional)
- Scenario cards for the PFA role-plays (Annex 3.5)
- Hero Tip Cards with Look, Listen, Link definitions and examples (Annex 3.6)
- Paper and pens for reflections
- Markers or landmarks for the movement exercises, indoors or outdoors

WELCOME AND CHECK-IN



Time: 5 minutes



Methodology: Short welcome, group agreements and check-in



Material: None



Speaker notes

"Today we'll talk about how disasters and climate change can make us feel, and how we can look after ourselves and each other. You don't have to share anything personal. You can pass at any time or step out for a break and come back when you are ready."

Facilitator tip

Keep this relaxed and warm. If someone seems upset, offer them a quiet word during the first activity.



Activity instructions

1. Welcome participants and introduce the facilitators. (Skip this if the group has already worked together.)
2. Remind everyone of the group agreements (see Creating a safe space), including respect and confidentiality.
3. Tell participants who they can speak to if they feel upset, during or after the session ([referral details]).
4. Check in: ask participants to show on their fingers, from 1 to 5, how much energy they have today.
5. Introduce the two activities in plain words.
6. If you are delivering Module 3 on its own, or as the first of two modules, also run the positioning game for statements 5 and 6 (see Delivering one module, or all three).

ACTIVITY ONE: FEEL IT – MAP IT – MOVE IT

Aim of the activity

To help participants notice their feelings and body reactions to stress and practise simple calming techniques.



Planning notes for Facilitators

- Prepare the weather icons, body outlines (chalk or paper), markers and breathing visuals (Annexes 3.1–3.4).
- Set up space for movement, small group work, and a quiet regrouping circle.
- Decide how you will divide participants into small groups (3–5 people).
- Be ready to give examples that suit the age group (simpler for younger participants, more reflective for older ones).
- Normalise all feelings and stress reactions – there are no wrong answers.



Time: 35 minutes



Methodology: Movement, small-group discussion, creative drawing, relaxation techniques and reflection



Materials

- Weather emotion icons (Annex 3.1)
- Chalk or large paper with body outlines (one per small group; Annex 3.2)
- Markers
- Calm breathing and five-finger breathing visuals (optional; Annexes 3.3 and 3.4) Sticky notes (optional)



Speaker notes

"Sometimes it's hard to name how we feel about things like disasters or climate change. So today, we'll use weather to help us describe our feelings."



Activity instructions

1. **Part 1: Weather walk warm-up (10 minutes)**

- Place weather icons around the space. Each type of weather stands for a feeling:
  - Sunny = happy
  - Stormy = angry or overwhelmed
  - Cloudy = unsure or confused
  - Rainy = sad or worried
  - Windy = anxious or scattered
  - Rainbow = hopeful or relieved

- Ask participants to walk around and choose the weather that reflects how they currently feel about disasters or climate change.
- In small groups at each weather station, discuss:
  - *"Why did you choose this weather? What does it say about how you feel?"*
  - *"How might your feelings change at different times or in different situations?"*
- Optional: Invite volunteers to share with the full group.

Facilitator tips

- Help younger participants connect weather to feelings with examples.
- Encourage older participants to explore nuance or personal examples.
- Normalise that emotions can change over time and in different situations.

2. Part 2: Body and brain mapping (10 minutes)

Set-up options:

- **Option A: use chalk** to draw body outlines on outdoor pavement or concrete (one per group).
- **Option B: use large paper** with body outlines prepared in advance (Annex 3.2), or let groups draw their own.
- Divide participants into small groups and assign each group a body outline with markers or chalk.
- Say: *"When we feel strong emotions – such as fear, sadness, or worry – our bodies often react before we can even explain what's going on. In your group, use the body outline to draw or write the ways someone might react to a stressful event such as a wildfire, heatwave, or storm."*
- Encourage groups to label or draw body and brain responses, such as:
  - Shaky hands
  - Fast heartbeat
  - Feeling frozen
  - Feeling distracted
  - Angry energy
  - Tiredness
- Offer guiding questions to support discussion and creativity:
  - *"What happens to your stomach when you're nervous?"*
  - *"What might your face or hands do?"*
  - *"What kind of thoughts might race through your brain?"*
- After 5–7 minutes, invite a walk-around gallery. Each group walks around to observe others' outlines.
- Lead a brief group reflection:
  - *"What did you notice across the different outlines?"*
  - *"Were there any body or brain reactions you hadn't thought of before?"*

- Wrap up by saying: *"All of these are normal ways our bodies respond to stress. Everyone reacts differently, and that's okay. Noticing these reactions can help us better care for ourselves and support others when things feel hard."*

Facilitator tips

- Emphasise that everyone's body reacts differently to stress – there is no right or wrong way.
- Offer prompts if groups are unsure what to draw.
- Encourage creativity – words, symbols, colours, or simple sketches are all welcome.
- Watch for signs of dissociation, withdrawal or other strong reactions and follow the trauma-informed guidance.

3. Part 3: Calming tools and coping strategies (15 minutes)

- Regroup in a quiet circle or relaxed small groups.
- Say: *"When we notice stress building up, there are things we can do to feel calmer or more in control. Some we do alone, others with people we trust, and some we might need help with."*
- Introduce calm breathing (8 minutes)
- **For younger group:** *"When you feel upset or overwhelmed, slowing your breathing can help. Let's try calm breathing."*
- **For older group:** *"Breathing is one of the most effective ways to reset our nervous system. Let's practise together."*
  - *"Take a moment to pause. We're just going to focus on our breath."*
  - *"Where do you feel it – your nose, chest, or belly?"*
  - *"Try to breathe a little deeper and slower. In through your nose… out through your mouth."*
  - *"If your mind wanders, just gently come back to your breath."*
- **Optional:** Practise five-finger breathing (3–4 minutes)
  - *"Hold out one hand like a star."*
  - *"Use your other hand to trace up and down each finger."*
  - *"Breathe in going up, out going down."*
  - *"Do this slowly across all fingers."*

4. **Reflection and sharing (4 minutes)**

- Ask:
  - *"When might you use calm breathing or five-finger breathing?*
  - *"What already helps you feel calm or safe?"*
- Invite participants to draw, say aloud, or write one coping tool on sticky notes.
- Sort them under:
  - Things I can do alone
  - Things I can do with others
  - Things our community can offer

Facilitator tips

- Give examples for younger participants: breathing, hugging a pillow, talking to a friend.
- Invite older participants to reflect on real experiences.
- Validate all responses, no matter how small.

Transition: *"We've looked at how we can look after ourselves. Next, let's practise how we can help others."*

ACTIVITY TWO: HELPING OTHERS – LOOK, LISTEN, LINK

Aim of the activity

To help participants gain a basic understanding of Psychological First Aid and practise how to notice when someone needs support and respond in a helpful way.



Planning notes for Facilitators

- Know the PFA steps (Look, Listen, Link).
- Prepare the scenario cards and Hero Tip Cards (Annexes 3.5 and 3.6).
- Decide how to divide participants into pairs for role-play.
- Be ready to adapt for age: simpler phrases for younger participants, real-life examples for older ones.
- Model supportive language and validate all contributions.
- Allow time for discussion, reflection and a gentle debrief after the role-plays.



Time: 45 minutes



Methodology: Circle discussion, movement activity, role-play in pairs and group reflection



Materials

- Scenario cards (Annex 3.5)
- Hero Tip Cards with Look, Listen, Link definitions and examples (Annex 3.6)



Speaker notes

"Psychological First Aid is like first aid for our emotions. It means offering support to someone who's feeling overwhelmed or stressed."

"You don't have to fix things – just help them feel safe and heard."

"Look, Listen, Link is a simple way to notice when someone is struggling, show you care, and help them get support if needed."

Activity instructions

1. **Divide participants into small groups or pairs, as needed.**
2. **Part 1: Introduction to PFA (5 minutes)**

- Gather participants in a circle.
- Explain PFA using simple language. (See the speaker notes above.)
- Ask: "When might someone need this kind of support?"
- Reinforce: *"You don't have to fix things – just help them feel safe and heard."*
- Optional pair share: *"Has someone ever helped you feel better just by being there?"*

3. **Part 2: Recognising signs of distress (5–7 minutes)**

- Use 3–4 landmarks (e.g. a tree, fence or bench outdoors, or a door, table or window indoors).
- Read these prompts aloud:
  - *"Go to the tree if you've seen someone zone out when overwhelmed."*
  - *"Go to the fence if you've felt climate worry."*
  - *"Go to the bench if you've known someone who withdrew after something upsetting."*
- Regroup and discuss: *"What do these signs tell us?"*

Facilitator tips

- Younger participants: Use simple phrases (*"Are you okay?", "Want to talk?"*).
- Older participants: Encourage real-life examples of supporting or being supported.

4. **Part 3: Practising Loo, Listen, Link (25–30 minutes)**

- Explain the three PFA steps:
  - **Look:** Notice when someone might be struggling (e.g. they are quiet, upset or acting differently).
  - **Listen:** Pay attention and show that you care without interrupting or judging.
  - **Link:** Help them connect with someone or something that can offer further support (a parent, a teacher, a trusted adult, a youth service or mental health support).
- In pairs:
  - Give each pair a scenario card (Annex 3.5) and a set of Hero tip cards (Annex 3.6)
  - One plays the person in distress, the other responds using Look, Listen, Link. Then swap.
  - Before the role-plays, remind participants to play a character and not to share a real personal experience, and that anyone can opt out or take a break. After each role-play, ask participants to step out of their role (for example, by saying "I'm [name] again") before the debrief.
- Debrief:
  - *"What felt natural or hard?"*
  - *"What would you say or do next time?"*

5. **Part 4: Closing reflection (3–5 minutes)**

- Gather in a circle.
- Invite each person to share one takeaway:
  - *"One thing I learned."*
  - *"One thing I felt."*
  - *"One thing I'll do next time."*
- Participants can pass if they want to.

Facilitator tip

Offer examples to get them started and create space for silence. Validate all contributions.

Transition: *"Let's bring today together before we finish."*

CLOSING THE MODULE



Time: 5 minutes



Methodology: Short group close



Materials

- None



Speaker notes

"Thank you for taking part and for looking after each other today. It is normal to feel worried or tired after talking about these things. If you feel upset later, talk to someone you trust. You can also talk to [referral details]."

Facilitator tip

Stay calm and warm and give people time. Make sure nobody leaves upset without someone to talk to.



Activity instructions

1. Thank participants and recap one idea from each activity: a feeling, a calming tool, and Look, Listen, Link.
2. Check that everyone is steady before they leave and offer a quiet word to anyone who needs it.
3. If Module 3 is your last module, run the positioning game for statements 5 and 6 (Annex 4, Tool 1) and the feedback form (Tool 2). After the session, complete the facilitator page (Tool 3).

CLOSING SESSION

Use this session only when you deliver all three modules together. If you deliver a module on its own, close it with a short reflection, the module's positioning statements and the feedback form (Annex 4, Tools 1 and 2).

Learning objectives

In this session, participants will:

- Reflect on the Weathering Change program and the activities completed.
- Share thoughts and insights with the group in a joint conclusion.
- Identify key takeaways and ideas to apply in everyday life.

Session structure

SESSION	TIME
Activity One: Brief review	10 minutes
Activity Two: Positioning game	15 minutes
Activity Three: Final reflection and conclusion	20 minutes
Total	**45 minutes**

Activity One: Brief review



Planning notes for Facilitators

- Prepare a selection of objects and materials from each module in advance.
- Arrange the space so participants can move around and see the items easily.
- Encourage participants to recall what they did and the key messages.
- Write down key points as participants contribute and place them next to the corresponding materials.



Time: 10 minutes



Methodology: Interactive group reflection



Materials

- A small selection of materials from each module and activity
- Paper and markers



Speaker notes

Guide participants in reviewing the program. Collect key messages and reflect on what was learned in each module. Keep it lively and clear.



Activity instructions

To give a brief visual review of the program, place a small selection of materials from each module and activity on the floor.

Together with the participants, recall what you did in each module and activity, and the key messages behind them. Write the key messages on paper and place them next to the matching objects.

Activity Two: Positioning game



Planning notes for Facilitators

- Lay out the rope or line clearly in advance.
- Have the tally sheet from the Welcome session ready (Annex 4, Tool 1), so you can compare the start and end positions.



Time: 15 minutes



Methodology: Positioning game and group reflection.



Materials

- Rope or line on the floor
- Five signs for the scale (Annex 4, Tool 1)
- Positioning game tally sheet (Annex 4, Tool 1)
- Optional: printed sticker chart and sticker dots (Annex 4, Tool 1)



Speaker notes

"Now we're going to do a reflective activity called the positioning game. You'll stand along a line that represents a scale from 1 to 5 and show how you feel about a few statements related to climate change, what you've learned, and how prepared you feel. There are no right or wrong answers – it's all about your personal experience and perspective.

After you choose your position, we'll ask a few of you to explain why you picked that spot. Once everyone has shared, we'll compare your positions to where you stood at the start of the program. This will help us see how your thoughts and feelings may have changed over the program."



Activity instructions

Repeat the positioning game from the Welcome session, using the same seven statements, in the same order and with the same wording (Annex 4, Tool 1). Record the new numbers next to the start numbers on the tally sheet. After each statement, the facilitator invites some participants to explain their reasons for selecting a specific number on the scale.

Activity Three: Final reflection and conclusion



Planning notes for Facilitators

- Lay out a variety of postcards on the floor for participants to view and choose from.
- Place pens nearby so each participant can write on their postcards.
- Prepare a QR code card for each participant (see Tool 5).



Time: 20 minutes



Methodology: Personal and group reflection



Materials

- Postcards with a range of images (one or two per participant)
- Pens
- QR code or link cards for the follow-up survey (optional; Annex 4, Tool 5)
- Feedback forms (Annex 4, Tool 2), and stickers for young participants



Speaker notes

"Now we're going to reflect on the program using postcards. Take a look at all the images and choose one that best represents your experience.

You'll get a chance to share why you picked your postcard and give feedback to the facilitators. Then, you'll write a postcard to yourself with key takeaways and what you plan to put into practice. You can take your postcard home as a reminder, and we'll give you a QR code for a short follow-up survey you can do in about three months."



Activity instructions

Lay out the postcards on the floor, each showing a different image or scene. Invite participants to look at all the postcards carefully and choose one that they associate with the program.

Invite participants to share why they chose their postcard, and to give the facilitators feedback: how they experienced the program and how it could be improved. Write this feedback down and place it in the centre, where the postcards were, as if it were a postcard to the facilitators.

Before the postcards are written, ask participants to complete the short anonymous feedback form (Annex 4, Tool 2). Younger participants can use stickers instead of writing. Allow about five minutes.

Invite participants to write a postcard to themselves. On the back, they write what they want to take away from the program and what they plan to do. This can relate to the group, the topic or themselves.

Participants take their postcard home as a reminder. Do not collect home addresses.

Give each participant a small card with a QR code or link to the short follow-up survey (Annex 4, Tool 5). Suggest they set a reminder on their phone to complete it in about three months. The survey is optional and anonymous.

After the session, complete the facilitator page (Annex 4, Tool 3) with your co-facilitator and send it to your National Society focal point (see Learning and reporting).

ANNEXES

ANNEX 1: MODULE 1 ACTIVITY MATERIALS

1.1 Where to find help: scenario cards

Print and cut out the cards. Give one card to each team.

1. YOUTH CAMP / HEAVY RAIN

Context: You are a group of young people sleeping in tents at a campsite. Your backpacks have only clothes and basic gear.

Hazard: You wake up and notice the ground around your tents is muddy and starting to flood. The nearby river looks higher than yesterday. Some people say you should leave immediately; others think it's fine to stay.

Prompt: Where could you check to get reliable information before deciding what to do? Who could help you decide safely?

2. YOUTH CAMP / WILDFIRE

Context: While collecting firewood at your youth camp, you smell smoke in the distance.

Hazard: Some people think it's just a BBQ; others worry it's a wildfire spreading.

Prompt: How could you quickly find out what is happening? Which sources or people would you trust to help you act safely?

3. CITY / FLOOD

Context: You are a group of friends visiting a city you don't know. It's been raining heavily for hours.

Hazard: Water is rising in the streets. People nearby are evacuating, but your group isn't sure what to do.

Prompt: Which sources of information could help you decide safely? How could you find trustworthy advice in an unfamiliar place?

4. AT SCHOOL / BUILDING FIRE

Context: You are in your classroom on the ground floor. Smartphones are in your lockers.

Hazard: You smell smoke from another part of the building. Some classmates want to leave immediately; others are unsure.

Prompt: Who or what sources could guide you to act safely? How would you check for reliable information before moving?

5. AT HOME / INDOOR FLOOD

Context: You are at home with friends, your grandfather (75), and your little sister (3). Parents are out.

Hazard: Heavy rain has caused water to rise near the house. Some friends want to leave; others think it's safe to stay.

Prompt: How could you find reliable information about what to do next? Who could help you make safe decisions?

6. ALL ALONE / HEATWAVE

Context: You are at home alone for a few hours. It's a very hot day, and the temperature is rising quickly. You have some water, a fan, and light snacks.

Hazard: You start feeling dizzy and uncomfortable in the heat. You know you need to stay cool and hydrated, but you're unsure how severe the heatwave will get or what official guidance you should follow.

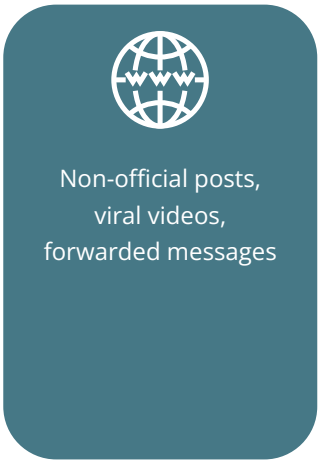
Prompt: How could you check for reliable advice to stay safe during the heatwave? Who could you contact if you need help?

1.2 Where to find help: information station signs and cards

Print the signs and cards, in colour if possible, and place one sign and its card at each station. Add local details where there are blank lines. Use station 5 only with older groups.



Optional for older groups (not reliable)



Information station cards

1. Emergency Alert System (sample, adapt to your local or national context)

Website: _____

What it is:

The official national alert system.

What information you'll get:

- Immediate, official emergency alerts
- Instructions for what to do (evacuate, stay inside, etc.)
- Warnings for floods, fires, storms, chemical risks, etc.

Why it's helpful:

- You get real-time, official information directly from the government.
- It works even if you don't have internet or phone credit.
- It's fast and can reach many people at once.
- More information _____

1. Local Government or Emergency Services (Website/Social media)

Examples: Government websites, fire & rescue, police, Red Cross Red Crescent National Society

Where to find:

Government websites e.g. _____

What information you'll get:

- Local updates: road closures, shelter locations, school closures
- Safety tips, weather risks, transport changes
- Ongoing updates and instructions

Why it's helpful:

- Gives you local details specific to your area or community.
- Posts can include maps, photos, or videos to help you understand what's happening.
- Often updated quickly in emergencies.

3. Radio

What it is: _____

What information you'll get:

The official national alert system.

What information you'll get:

- Emergency updates and instructions from the government
- Traffic information, weather alerts, power or internet disruptions
- Info continues during blackouts (battery-powered radios work!)

Why it's helpful:

- Reliable during power cuts or when mobile internet isn't working.
- Available in multiple languages.
- Gives real-time voice updates that are easy to understand and trust.

4. Trusted people (word of mouth)

Examples: Family, neighbours, school staff, community leaders

What information you'll get:

- What's happening nearby
- Personal help or tips (e.g. "The fire truck went down our road," "There's a shelter open at the town hall.")
- Emotional support and reassurance

Why it's helpful:

- Helps you stay connected if you're alone or without a phone.
- Neighbours and friends often act first in emergencies.
- Good source for local updates or practical help (like food, shelter, or a ride).

Reminder: It's always a good idea to double-check word-of-mouth info with an official source.

Optional for older groups (not reliable)

5. Social media rumour

Examples: Posts or videos shared on platforms like TikTok, Instagram, Facebook, WhatsApp or Snapchat that haven't come from official emergency services, government, or media

What information you'll get:

- Viral videos of disasters
- Messages forwarded from friends or community chats
- Unverified instructions or warnings

Why it might be a problem:

- Posts may be fake, outdated, or from another country
- Can cause panic or confusion
- Hard to tell what's true unless confirmed by an official source

Reminder: Always cross-check what you see on social media with an official source or local emergency services.

1.3 Network navigator: scenario cards and character cards

Scenario cards

YOUTH CAMP – HEAVY RAIN:
Your tent is flooded, and the river looks dangerously high. Who in your network can help keep you safe here?

CITY – FLOOD:
Streets are flooding, your phone battery is low. Who would you reach out to, and how?

YOUTH CAMP – WILDFIRE:
You smell smoke nearby. How would your camp leader, friends, or emergency services fit into your network?

AT SCHOOL – BUILDING FIRE:
The fire alarm goes off. Who is in your network at school, and who helps keep you safe?

AT HOME – INDOOR FLOOD:
Water is coming in from outside. A parent is at work. Who else can you count on?

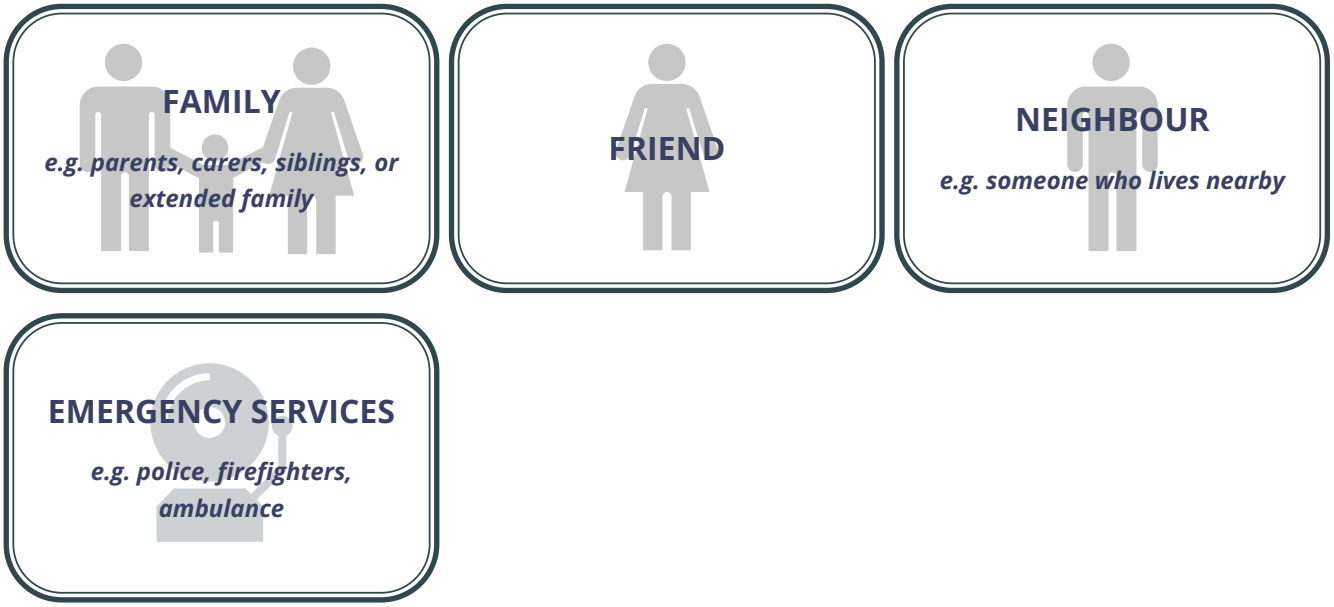
ALL ALONE – HEATWAVE:
It's very hot, and you're home by yourself. Who could you call or talk to if you start to feel unwell?

For older groups (14–18), add these questions to each card: "Who would you contact first, and why?" and "What would you do if that person could not be reached?"

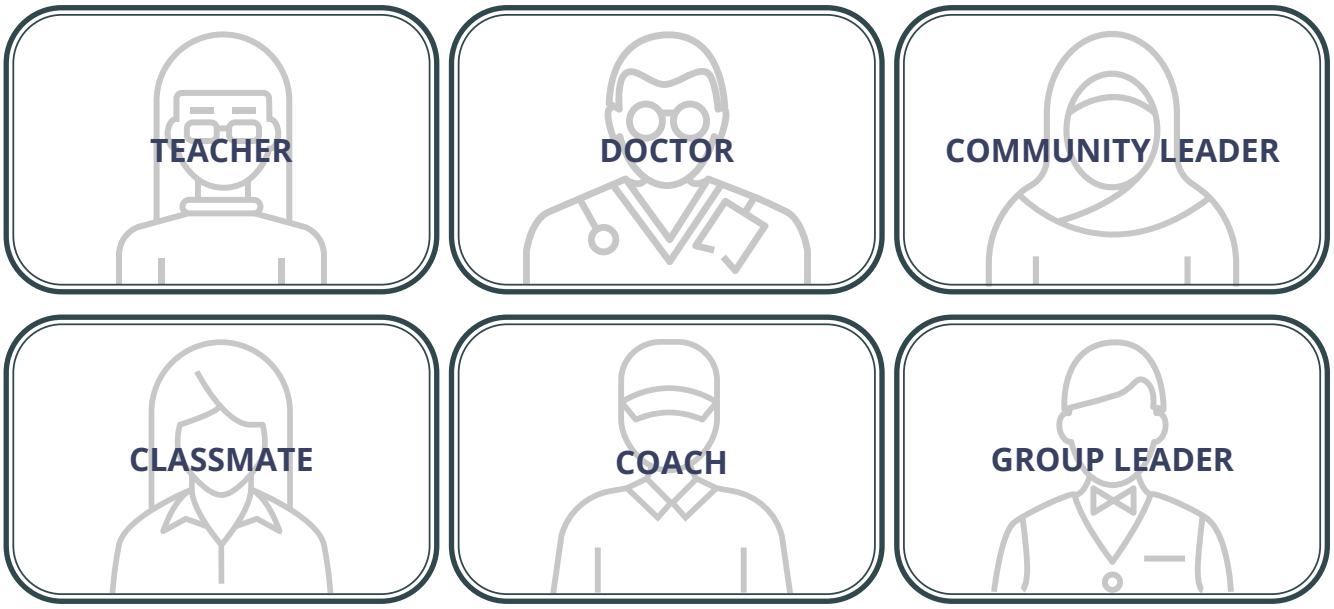
Character cards

Print one set per team and cut out the cards. Use the core characters with all ages. Add the optional characters for older groups.

Core characters (all ages)



Optional characters for older groups



1.4 Evacuation dash and pack: item cards

Print the items as cards, or use real objects as props. Prepare one set of 15–20 items for each team, with a mix of essential, comfort and non-essential items.

ESSENTIAL ITEMS	NON-ESSENTIAL
Water for 3 days	A box of chewing gum
Food (non-perishable and easy to eat) for 3 days	Shampoo
Clothes and shoes for 3 days	
First aid kit including current medication and technical aids (e.g. hearing aid)	
Sleeping bag or blanket	Heavy books
Mobile phone/tablet/laptop /charger	12 pack of juice
Charged power bank	Cool shoes
	Pillow
	A pen
Identification (ID/passport)/ Copies of identity documents	Some board games
My personal emergency plan	
Personal hygiene items	
A list of important telephone numbers (family, friends, doctor)	
(House and car keys, etc.)	
(Cash and credit card)	
Other personal items	

Note: If you are evacuating your home and may not be able to return, you may also want to take sentimental items and items that help you to stay calm, such as a teddy bear, or old family photos.

Comfort and sentimental items (add 3–5 cards): soft toy, favourite book, family photos.

More non-essential items: video game console, skateboard.

1.5 My household emergency plan

This is my emergency plan to help me and my household stay safe during an emergency. I can fill this out with help from an adult.

Adapted from Australian Red Cross RediPlan.

Who Is in My Household

- _____
- _____
- _____

My Support Network

These are people I trust and who could help me in an emergency:

- _____
- _____
- _____

Meeting Places

If we must leave our house and get separated, we'll meet at:

- Just outside our house: _____
- Nearby place in our neighbourhood: _____
- A place outside our neighbourhood: _____

Where We Will Get Information

- ☐ Local or national alert system
- ☐ Radio
- ☐ Local authority website or social media
- ☐ Other: _____

Emergency Contacts

- Emergency number: [local emergency number]
- Trusted adult: _____
- Family/friend nearby: _____
- Contact outside town: _____

Our Emergency Kit Checklist

My emergency kit for home should contain at least:

- ☐ Water bottles (at least 6 litres per person: 2 litres a day for 3 days)
- ☐ Food (non-perishable)
- ☐ Can opener, pocketknife, gas burner for cooking, matches
- ☐ Torch or wind-up torch with spare batteries
- ☐ Mobile phone and a charged power bank
- ☐ First aid kit
- ☐ Important documents and telephone numbers, contacts (in a safe place)
- ☐ My personal emergency plan
- ☐ Change of clothes and sturdy shoes
- ☐ Some cash
- ☐ Current medication (and prescriptions), medical devices, as well as technical aids
- ☐ Personal hygiene items
- ☐ Blanket or sleeping bag
- ☐ Radio (battery-powered or wind-up)
- ☐ Something special to me: (e.g. something comforting)

Tips:

- Scan important documents and save them on a USB stick or in the cloud.
- Store documents in a waterproof bag, in an easy-to-reach place.
- Make sure your emergency kit is quickly accessible.
- Tell emergency contacts and everyone at home where the kit is.

ANNEX 2: MODULE 2 ACTIVITY MATERIALS

2.1 Role game puzzles (flood and wildfire)

Print both puzzles on A4 card, in colour if possible, and cut each one into 35 pieces. Write the local emergency number in the box on the phone puzzle. Mix the pieces of the two puzzles together (see Activity One, Scenarios A and B).

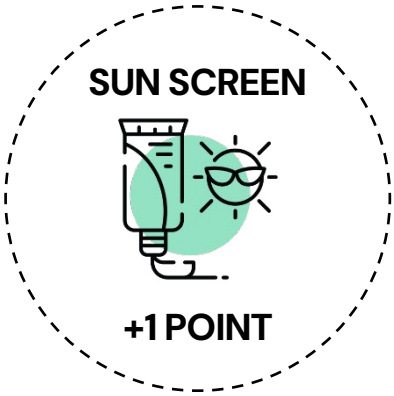


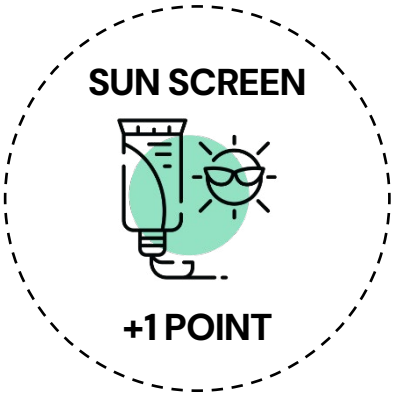
When you call the emergency services, be ready to answer questions about...
What happened?
How many people need help?
Where did it happen?
Who is calling?
Wait for questions!
Stay calm and stay on the line until you are told you can hang up.

2.2 Heatwave: cup labels

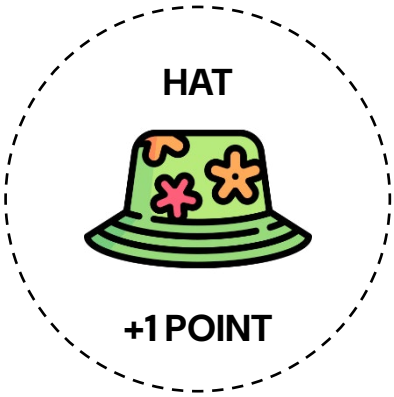
Print and cut out the labels and stick one on each of 12 cups. Leave the other 6 cups blank (0 points).

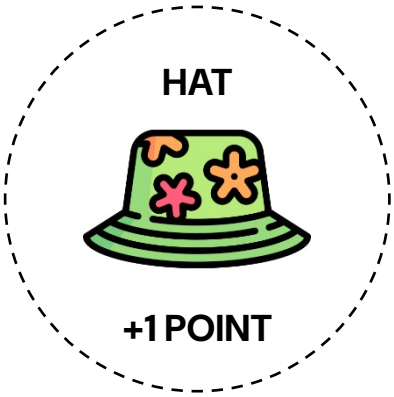
Sun screen label (x2)



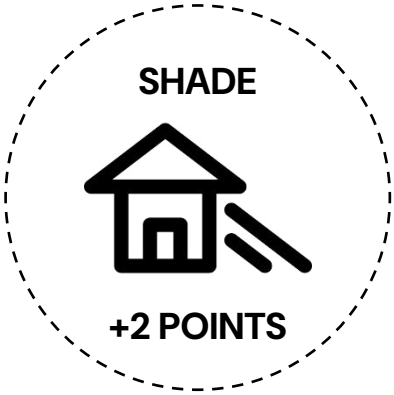


Hat label (x2)

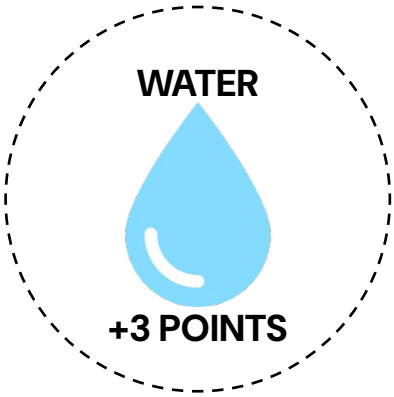




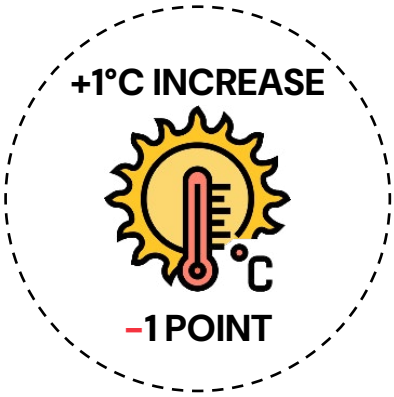
Shade label

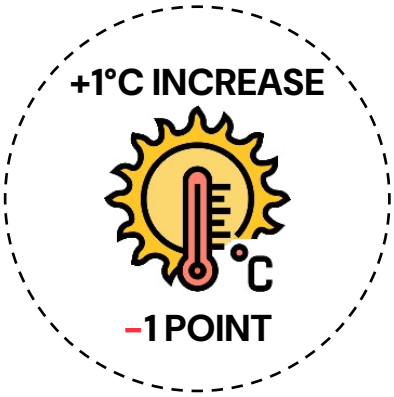


Water label

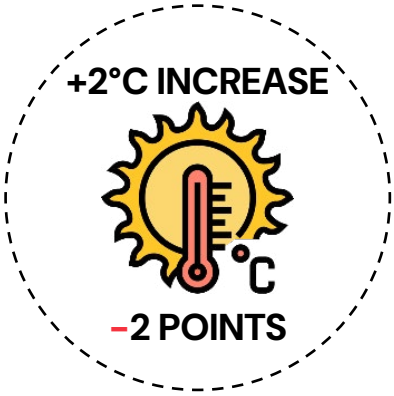


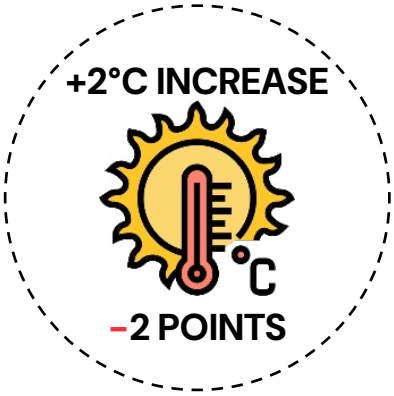
+1°C increase labels (x2)



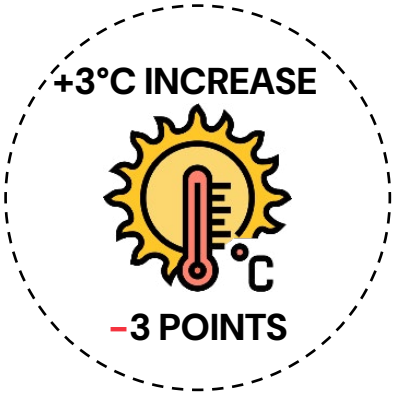


+2°C increase labels (x2)





+3°C increase label



Water label



2.3 Heatwave: score sheet

Print one sheet per group. Write the label of the cup each ball lands in, then the points (see the cup list in Scenario C). A ball that only touches a cup does not score. The group wins if its total is above zero.

Participant (first name or number)	Throw 1: cup label	Points	Throw 2: cup label	Points	Total
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
Group total					

2.4 Storm: scenario handouts

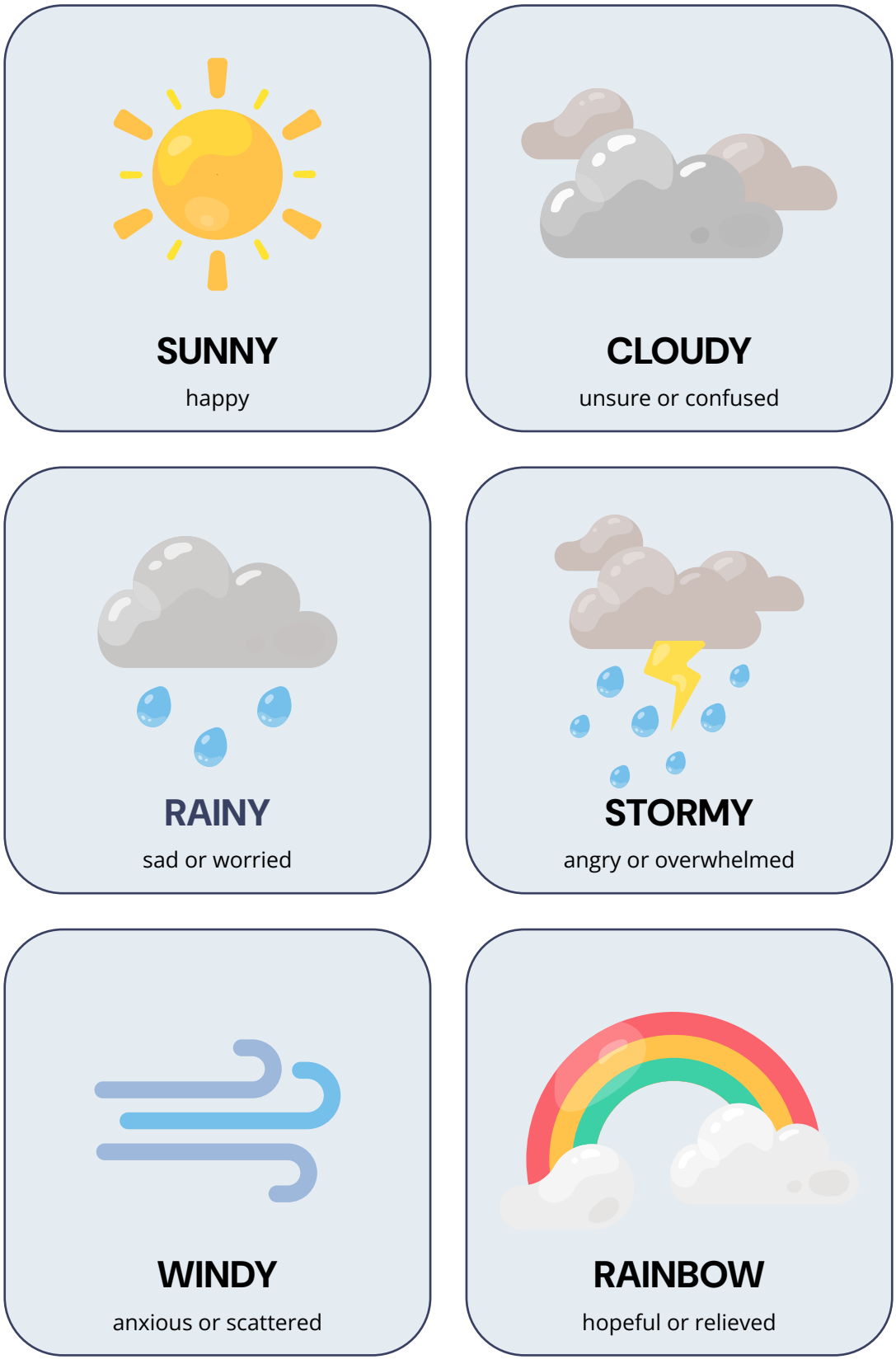
Print and cut out. Give Scenario 1 to the first group and Scenario 2 to the second group. Replace [wind threshold] with the threshold in your local guidance.

SCENARIO 1: IN FAVOUR OF GOING ON THE HIKE	**SCENARIO 2: IN FAVOUR OF CANCELLING OR CHANGING THE HIKE**
You are a group of friends. You have planned a two-day hike. The weather forecast says wind up to 20 km/h, with gusts of 40 km/h, on Saturday. No wind on Sunday. Your group is very motivated because you planned it. You feel the other group, who were not involved in planning, seem reluctant to go. • You have all been preparing for a long time and are really looking forward to it. • The places you plan to visit are exceptional, but they will close in less than a month for path renovation. This is a unique opportunity. • You will not have time to do it in only one day. • Accommodation is already booked and paid for. It is not refundable. • Most of your parents have arranged their schedules around this trip, and you are insured if they have to come and pick you up. You believe there is no major risk; you just need to be careful, as always. • It is only wind, with no rain.	You are a group of friends. You have planned a two-day hike. The weather forecast says wind up to 20 km/h, with gusts of 40 km/h, on Saturday. No wind on Sunday. Your group is sceptical about going on the hike. You are not confident about the safety. The other group, who planned this trip, seem very motivated to go. • You put safety first. Strong winds can cause branches or trees to fall. • Emergency services might have difficulty reaching you if there is an accident. • It is better to be safe than sorry: postponing the activity would be more prudent. • Most of you feel anxious about going in these conditions. • The wind could make the hike unpleasant and exhausting. • Local rules recommend cancelling an activity if the wind is above [wind threshold].

ANNEX 3: MODULE 3 ACTIVITY MATERIALS

3.1 Feel it – Map it – Move it: weather emotion icons

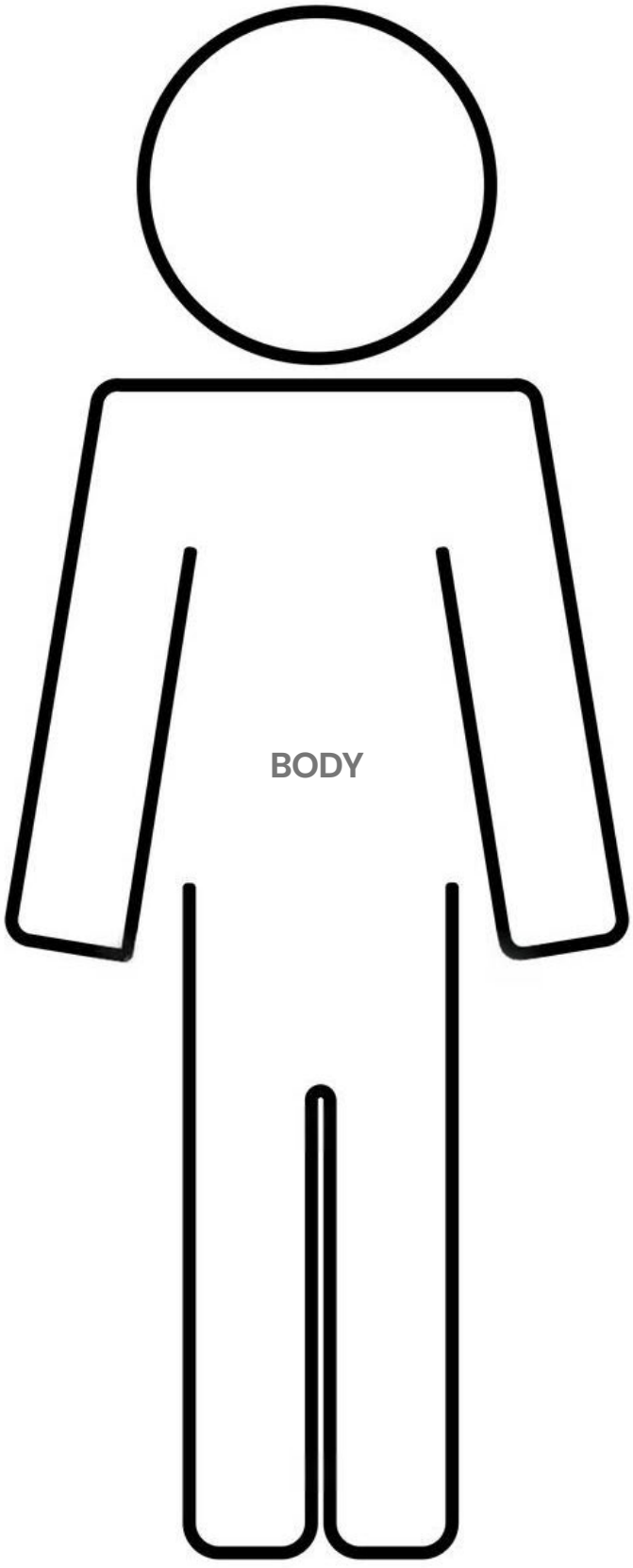
Print one set, in colour if possible, and place the icons around the room for the weather walk. Each icon is a way of describing a feeling, not a judgement.



3.2 Feel it – Map it – Move it: body outline

Print one per small group (A3 if possible) or draw the same outline with chalk or on large paper.

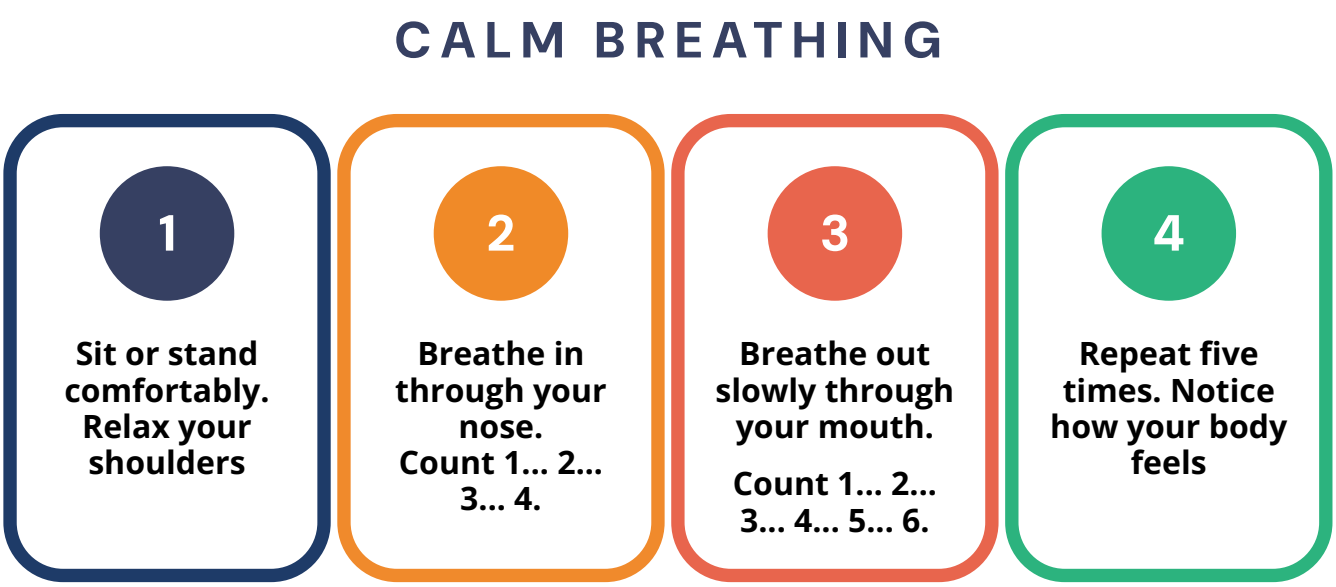
Body outline. Print one per small group (A3 if possible) or draw the same outline with chalk or on large paper.



Draw or write what you notice when you feel stressed or worried

3.3 Feel it – Map it – Move it: calm breathing visual

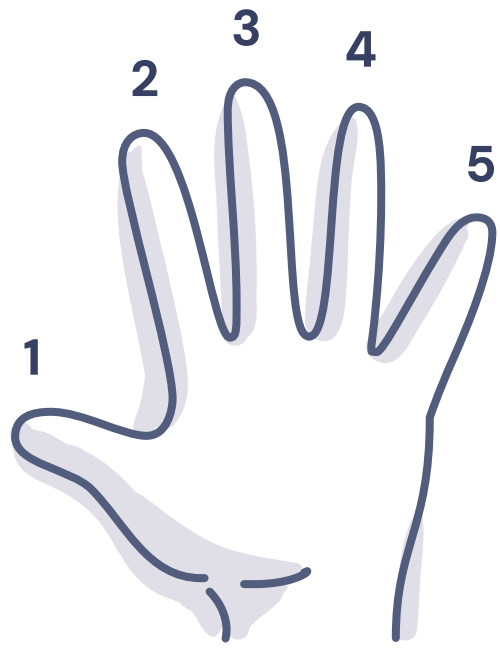
Show on a screen or print and place where everyone can see it.



Stop if you feel dizzy. You can always breathe normally

3.4 Feel it – Map it – Move it: five-finger breathing visual

Show on a screen or print and place where everyone can see it.



Hold one hand out, fingers spread

Use a finger of your other hand to trace up the outside of your thumb as you breathe IN, and down the other side as you breathe OUT.

Keep going, finger by finger, slowly.

Stop if you feel dizzy. You can always breathe normally

3.5 Helping others – Look, Listen, Link: scenario cards

Print and cut out the cards. Give each pair one card. The participant who plays the person needing support reads it.

- **Scenario 1:** You've just seen a news story about a fire in your region. It made you feel scared and worried.
- **Scenario 2:** A big storm is coming. You're feeling anxious and can't concentrate.
- **Scenario 3:** You've been feeling sad because a climate protest you were looking forward to got cancelled.
- **Scenario 4:** You're angry because no one seems to care about how climate change is affecting your community.
- **Scenario 5:** You're feeling overwhelmed after helping clean up after a flood.
- **Scenario 6:** You've been feeling distracted a lot in class since the heatwave last week.
- **Scenario 7:** You're worried about your pet during heatwaves and feel sick with worry.
- **Scenario 8:** You feel alone – no one around you seems to understand how climate change makes you feel.
- **Scenario 9:** You're really tired and not sleeping well after watching news about disasters and extreme weather.
- **Scenario 10:** You're feeling hopeless about the future and don't know how to talk about it.

3.6 Helping others – Look, Listen, Link: Hero Tip Cards

Print one set per pair. The participant who plays the helper uses these tips to practise the Psychological First Aid steps.

Look – what to notice

- Someone acting differently from usual (e.g. very quiet, withdrawn, or fidgety).
- Signs of distress like crying, feeling distracted, or angry outbursts.
- Body language: slumped posture, avoiding eye contact, or pacing.
- Changes in sleep, appetite, or energy (if you know them well).

Listen – how to be there

- Be present. Stop what you are doing and give the person your full attention.
- Listen without interrupting. Don't try to solve the problem straight away.
- Use gentle questions: "Do you want to talk about it?" or "How are you feeling?"
- Validate feelings: "That sounds really hard." or "I hear you."

Link – How to connect them to help

- Ask: "Who helps you feel better?" or "Do you want help talking to an adult?"
- Suggest talking to a trusted adult (parent, teacher, youth worker).
- Offer to go with them if they want help asking for support.
- Help them connect with resources (counsellor, helpline, local support service or mental health support).
- If a friend talks about hurting themselves, wanting to die or being hurt by someone, tell a trusted adult straight away. This is too big to handle alone.

ANNEX 4: MONITORING AND EVALUATION TOOLS

These tools support the Monitoring and evaluation (M&E) section of this guide. Tools 1 to 3 are the core. Tools 4 and 5 are optional. Print only the parts that match the modules you deliver. Record group totals only; do not write down names.

Tool 1: Positioning game statements and tally sheet

Core. Read each statement aloud at the start and again at the end, using exactly the same wording. Participants stand along a line marked with five signs: 1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree, 5 = strongly agree. Count how many stand at 4 or 5 (agree or strongly agree) and write the number in the table. Do not read out the module label. One module on its own: use only that module's two statements. Two modules: use both modules' statements. All three modules: use statements 1–7 at the Welcome and Closing sessions.

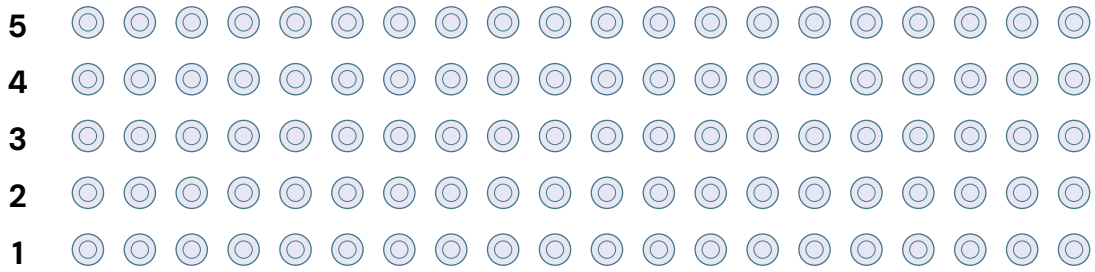
1. I know where to find reliable information in an emergency. (Module 1)
2. I have a plan for what to do, and who to contact, if I have to leave my home quickly. (Module 1)
3. I know what to do to stay safe in different climate-related hazards, such as floods, fires, heatwaves and storms. (Module 2)
4. I know basic first aid steps to help someone who is hurt until help arrives. (Module 2)
5. I know ways to calm myself when I feel worried or stressed about disasters or climate change. (Module 3)
6. I feel able to support a friend who is upset or worried about a disaster or climate change. (Module 3)
7. I feel prepared and confident about dealing with the effects of climate change. (Whole program)

Scale signs: Print or write five large signs and place them along the line: "1 – Strongly disagree", "2 – Disagree", "3 – Not sure", "4 – Agree", "5 – Strongly agree".

Statement	Participants at start	At 4 or 5 at start	Participants at end	At 4 or 5 at end
Statement 1				
Statement 2				
Statement 3				
Statement 4				
Statement 5				
Statement 6				
Statement 7				

Sticker chart (optional): Use this instead of the rope if participants cannot move around easily, or if space is limited. Print one chart per statement, on A3 if possible, or draw it on a flipchart. Read the statement aloud; each participant places one sticker dot in the row that matches their view. Count the dots in rows 4 and 5 and write the number in the tally sheet.

1 = strongly disagree 5 = strongly agree. Place one sticker dot in the row that matches your view.



Tool 2: Participant feedback

Core. Anonymous. Do not write your name. Tick one box for each statement. Younger participants can use stickers on three columns (a happy, a neutral and a sad face). Tick the module or modules you took part in: ☐ Module 1 ☐ Module 2 ☐ Module 3

STATEMENT	YES, A LOT	A LITTLE	NOT REALLY
I learned something new.	☐	☐	☐
I feel more ready to deal with a disaster or climate-related hazard.	☐	☐	☐
I felt safe and respected in the group.	☐	☐	☐
I know someone I could talk to if I felt worried or upset.	☐	☐	☐
The activities were interesting and easy to follow.	☐	☐	☐

One thing I will do because of today: _____

What would make it better? _____

Tool 3: Facilitator page (one page)

Core. Complete straight after the session, together with your co-facilitator. Do not include names or contact details. These answers feed your report to the National Society.

Date: _____ Module(s): _____ Delivered: ☐ on its own ☐ with other modules

Facilitators: _____

Participants: _____ Aged 11–13: _____ Aged 14–18: _____

NUMBERS	WRITE THEM HERE
Statements at 4 or 5 (from Tool 1)	Start: _____ of _____ End: _____ of _____ (repeat for each statement)
Said "yes, a lot" to feeling safe and respected (Tool 2)	_____ of _____
Said "yes, a lot" to knowing someone to talk to (Tool 2)	_____ of _____
Wrote down one thing they will do (Tool 2)	_____ of _____
Needed a break or private check-in (number only)	_____ Follow-up needed? ☐ Yes ☐ No

WHAT YOU SAW	NOT YET	SOMETIMES	MOSTLY
Participants took part, not only a few voices	☐	☐	☐
Participants followed the safety instructions and supported each other	☐	☐	☐
Participants used the key messages in their discussions and decisions	☐	☐	☐

TOPIC	NOTES
What worked well	
What to change (content, timing, materials, local context)	
Safety and wellbeing: referrals made, and whether further action is needed	
Actions: what, who, by when	

Tool 4: Quick knowledge check (optional)

Optional. Use only the questions for the modules you deliver. Read each question and the three answers aloud. Participants show their answer with an A, B or C card (or by pointing to a corner of the room). Count the answers for each question, not who gave them. Use the same questions at the start and end of the module. Adapt questions to local guidance before use. Do not show the correct answers (last column) until after the end-of-module check. Make three answer cards (A, B and C) for each participant, or label three corners of the room A, B and C.

Module 1: Preparedness for disasters and climate-related hazards

NO.	QUESTION	A	B	C	CORRECT
1	Which source of information is usually the most reliable in an emergency?	A message a friend shared on social media	Official alerts from the emergency services or local authorities	A rumour from someone nearby	B
2	Which items should go in your go-bag first?	Water, food, medicine, torch and phone charger	Games console and skateboard	Heavy books	A
3	What belongs in a household emergency plan?	Only a list of things to buy	A meeting place if you get separated, and a person to contact	Nothing, because plans are not needed	B
4	For how long should a home emergency kit last if you have to stay at home?	About 3 hours	72 hours (3 days)	3 weeks	B

Module 2: Anticipate, act and react

NO.	QUESTION	A	B	C	CORRECT
1	Which priority comes first in a hazard?	Safety	Finding food	Taking photos	A
2	If you are outside in a flood, where should you go?	Closer to the river, to wait for help	Into a basement	To higher ground	C
3	What should you do with floodwater?	Treat it as contaminated and avoid drinking it or stepping in it	Drink it if you are thirsty	Wash your hands in it	A
4	When you call the emergency services, when can you hang up?	As soon as you have given your location	When they end the call	After one minute	B

Module 3: Impacts of disasters and climate change on me and my community

NO.	QUESTION	A	B	C	CORRECT
1	Feeling worried, tired or distracted after a disaster is…	A sign that you are weak	A common reaction to stress	Something you should hide	B
2	What do the three steps of Psychological First Aid stand for?	Look, Listen, Link	Laugh, Learn, Leave	Lead, Lecture, Leave	A
3	A friend is quiet and upset after a storm. What is a helpful first step?	Tell them to cheer up	Listen without interrupting or judging	Ignore it until they speak to you	B
4	What can help when you feel overwhelmed?	Slow, calm breathing and talking to someone you trust	Keeping everything to yourself	Staying up all night watching the news	A

Tool 5: Follow-up survey (about three months later, optional)

Optional. Hand out a card with a QR code or link ([survey link]) at the end of the program. Anonymous. It takes about three minutes. Answer only the parts for the modules you attended.

1. Which modules did you attend? ☐ Module 1 ☐ Module 2 ☐ Module 3
2. Since then, which of these have you done? (tick all that apply)

Module 1: Preparedness

☐ Talked with my family about an emergency plan, or made one

☐ Prepared an emergency kit or go-bag

☐ Found out which alerts and sources of information to trust

Module 2: Anticipate, act and react

☐ Practised what to do in a hazard with family, friends or school

☐ Refreshed my first aid skills or taken a first aid course

Module 3: Impacts on me and my community

☐ Used a calming technique, such as calm breathing

☐ Supported a friend who was worried or upset

☐ Talked to a trusted adult when I needed support

All modules

☐ Shared what I learned with other people

☐ None of these yet

3. What helped you most, or got in the way?

Follow-up survey card (print and cut out): "Weathering Change – three months on. In about three months, scan the QR code or go to [survey link]. It takes about three minutes and is anonymous. Thank you!"

MHPSS
INTERNATIONAL
MOVEMENT
HUB

The Red Cross Red Crescent Movement MHPSS Hub
Hejrevej 30
DK-2400 Copenhagen
Denmark

+45 35 25 92 00
www.mhpsshub.org
mhpsshub@rodekors.dk