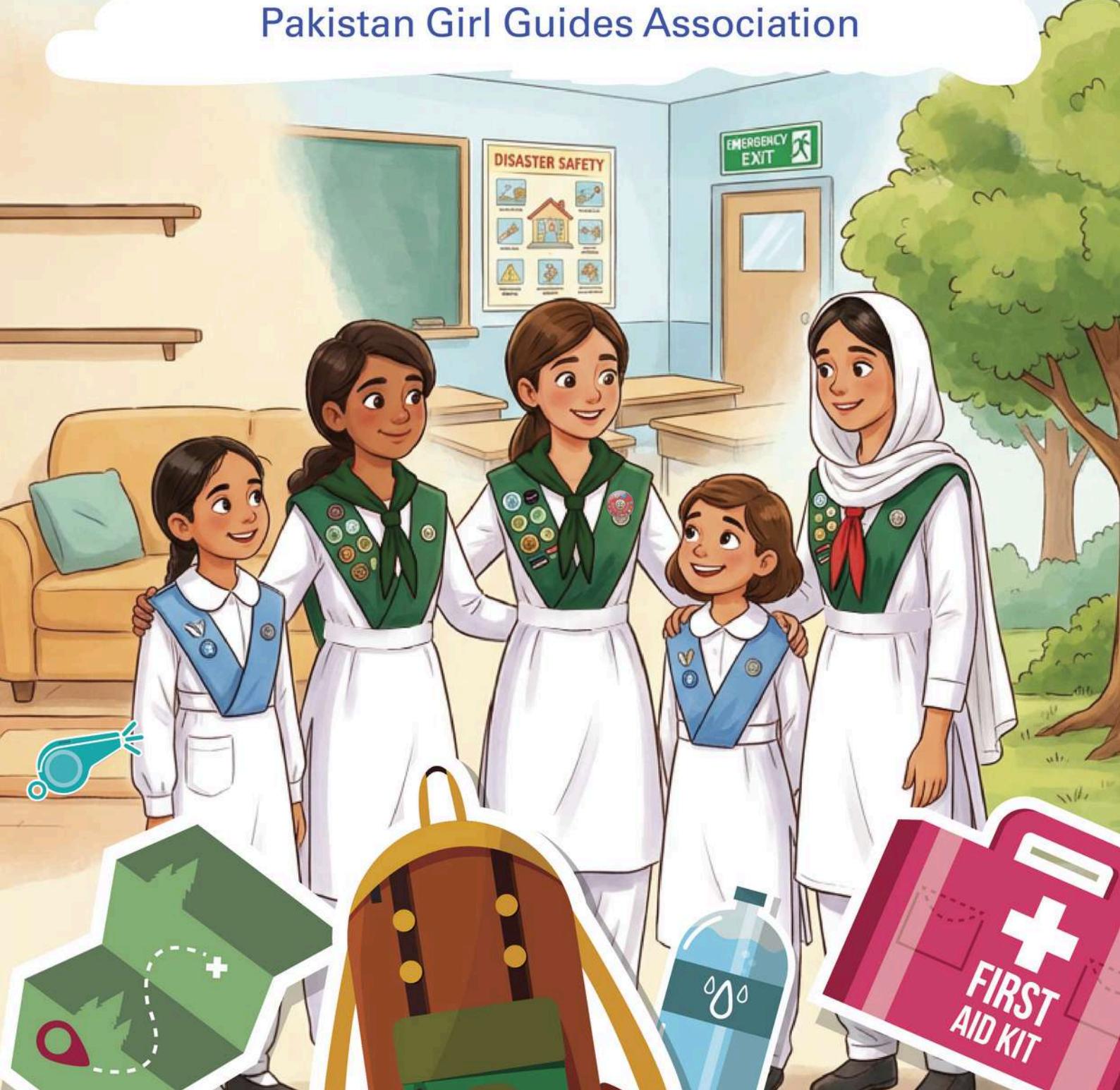




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Disaster Risk Reduction (DRR) Badge Manual

Pakistan Girl Guides Association



This document is prepared in collaboration with **UNICEF Pakistan** and **National Institute of Disaster Management (NIDM)**, the think tank of **National Disaster Management Authority (NDMA), Pakistan**.

The document may be accessed at

www.pgga.org.pk

www.ndma.gov.pk

Index

| Content | Page |
|--|--------|
| Introduction | 1-3 |
| Part 1 | 4-15 |
| Introduction to DRR & Disaster Management | |
| • Understanding Basic Terminologies as Local Hazards & Vulnerabilities | |
| • Participatory Risk Assessment (PRA) | |
| • Disaster Risk Management (DRM) Cycle | |
| • Role of Girl Guides in DRM | |
| Part 2 | 16-36 |
| Preparedness & Safety Skills | |
| • Seasonal / National Hazard Calendar | |
| • Identifying Vulnerabilities of Women, Children & Persons with Disabilities | |
| • Responding to NEOC Early Warnings / Alerts | |
| • School safety | |
| • Psychosocial Preparedness & Support | |
| Part 3 | 37-41 |
| Nature-Based Solutions for Disaster Resilience | |
| • How Climate Change Increases Disaster Risks | |
| • Reducing Vulnerabilities through Climate Smart Practices | |
| Part 4 | 42- 50 |
| Action Planning & Badge Assessment | |
| • Recap of Key Learnings | |
| • Quick review | |
| • Action Plan | |
| Annexures | 51-56 |

Introduction:

The Disaster Risk Reduction (DRR) Badge Manual has been developed to equip Girl Guides with the knowledge, skills, and confidence to understand, prepare for, reduce and respond to, disaster risks in their homes, educational institutions, and communities. This manual aligns with national proactive disaster management frameworks and promotes resilience through participatory, practical, and value-based learning experiences aimed at mitigating hazards and reducing disaster risks.



Objective:

The key objectives of this manual are to:

- Build awareness and understanding of hazards, vulnerabilities and disasters in Pakistan.
- Strengthen the capacity of Girl Guides to identify hazards, know vulnerabilities and prepare for effective and timely response during emergencies, in a safer way.
- Integrate environmental and climate-smart practices to reduce risks and promote sustainable living.
- Foster leadership, teamwork, and civic responsibility through the Girl Guide values of preparedness and service to the community,
- Enhance the trained volunteer base for disaster resilience in Pakistan.

Overview of the Badge:

1. Introduction to Disaster Risk Reduction (DRR) and Disaster Management (DM) System in Pakistan / Local Hazards & Vulnerabilities

- Understand core DRR concepts
- Know the structure of Pakistan's disaster management system from national to local level.
- Identify local hazards and community vulnerabilities using participatory tools such as hazard mapping and seasonal calendars.
- Learn the role of Girl Guides in mitigation, preparedness and response.



2. Preparedness & Safety Skills

- Develop essential household and school / educational institutions level preparedness skills.
- Understand early warning dissemination, anticipatory action, evacuation techniques and coordination mechanism.

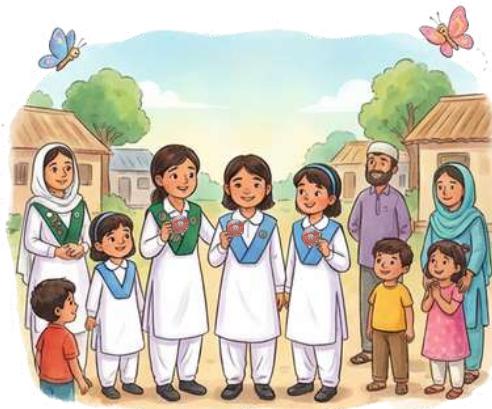


4. Action Planning & Badge Assessment

- Reflect on key learnings from all sessions.
- Develop personal and group action plans for disaster preparedness and resilience.
- Complete the required activities for DRR Badge certification.

3. Nature-Based Solutions for Disaster Resilience

- Promote eco-friendly behavior through easy, climate-smart actions.
- Practise tree planting and eco-friendly habits to reduce disaster impact.



Expected Outcomes:

Upon completion of the DRR Badge program, Girl Guides will be able to:

- Identify and assess local hazards, vulnerabilities and risks.
- Demonstrate preparedness through personal and family emergency plans.
- Take simple, effective actions for safety and resilience up to community level.
- Lead and inspire others in their educational institutions and communities to act responsibly toward disaster preparedness and environmental protection.
- The DRR Badge Manual serves as both a learning guide and a call to action. By earning the badge, every Girl Guide becomes a DRR Champion, promoting safety, sustainability, and community resilience embodying the spirit of "Be Prepared" for a disaster resilient Pakistan.

DRR Badge Process:

Guides can earn the DRR Badge by completing the following steps:

1. Complete all compulsory activities from all sections of the DRR Badge.
2. Take part in all required activities for their Guide branch. Each Guide branch has specific activities. Participants must complete all activities assigned to their age group.

PGGA will support and confirm the completion of the badge by:

- Reviewing participants' activity records and logs
- Reviewing attendance records of DRR sessions
- Observing participants as they explain or demonstrate DRR knowledge to their family members and community



1. Introduction to DRR & Disaster Management

1.1 Understanding Basic Terminologies as Local Hazards & Vulnerabilities

Objective:

- To understand common words used in Disaster Risk Management in an easy and fun way.
- The Trainer/Guider will introduce the following terms:



Key Terms and Simple Meanings

| Term | Simple Meaning | Example (Pakistan Context) |
|---------------|--|---|
| Hazard | Something that can cause harm or damage. | Flood, earthquake, fire, heat wave, heavy rain, heavy snow, land sliding, cyclone, sea water intrusion, drought |
| Mitigation | Reducing the impact of disasters before they happen. | Building strong houses, planting trees, proper drainage. |
| Disaster | When a hazard causes serious damage to people, homes, infrastructure or the environment. | Floods destroying houses, earthquakes breaking buildings, landslide washing away the roads, sea water intrusion leading to water contamination. |
| Risk | The chance that a disaster will happen and affect people. | If you live near a river, there is a risk of drowning and flood damaging the houses, animals and crops |
| Vulnerability | How weak or unprepared people or places are against disasters. | Mud houses near a river are more vulnerable to floods and can be damaged easily as compared to brick houses. |
| Capacity | The strengths, resources, or skills that help us face disasters. | Trained Girl Guides, first aid kits, safe shelters. |
| Preparedness | Being ready before a disaster happens. | Getting trained, making a family safety plan, packing an emergency kit. |
| Response | The actions we take during or just after a disaster to stay safe. | Helping people in evacuation, giving first aid, relief distribution |
| Recovery | Steps taken after a disaster to rebuild and return to normal life. | Rebuilding homes, schools reopening, restoring water and electric supply. |



Activity:

Match the Term

Activity: Disaster Picture Match

Participants: Girl Guides, Senior Guides

Type: Compulsory

To help participants recognize different types of disasters, learn their names, and understand where they occur in Pakistan.

Explain to participants:

- "You'll see pictures of different disasters. Your task is to name them and tell where they usually happen in Pakistan."
- Display pictures one by one (either on screen, chart paper, or printed sheets). For each picture, ask:
- What disaster is this?
- Have you seen or heard of it happening in Pakistan?

Which province or area is most affected? Example:

- a.Picture: Flood → "It happens in Sindh and South Punjab during monsoon."
- b.Picture: Earthquake → "We've seen it in Kashmir and Baluchistan."

Match & Label:

Stick each picture on chart paper and write its name and main affected region underneath.

OR organize a quiz for Senior Guides

1.2 Participatory Risk Assessment (PRA)

Introduce the concept of PRA which means community members work together to identify hazards, risky places, and safe areas.

Everyone men, women, youth, children share what they know to reduce risks.

| Hazard | What It Means | Where in Pakistan |
|-----------------|--|---|
| Earthquake | Sudden shaking of the ground. | Anywhere in country |
| Floods | Overflow of water on land. | Punjab, Sindh, KP and anywhere in the country |
| Heat waves | Extremely hot weather for days. | Karachi, Sindh, South Punjab |
| Drought | Long dry period with water shortage. | Tharparkar, Baluchistan |
| Landslides | Rocks and soil sliding down mountains. | Gilgit-Baltistan, KP, Kashmir, Northren Areas |
| Coastal Hazards | Storms and cyclones from the sea. | Karachi, Gwadar, Thatta e.t.c |
| Fire | Market or forest fires. | Cities and forest zones |
| Epidemics | Disease outbreaks. | COVID-19, dengue, cholera nationwide |





Activity:

The Danger Charades



Participants: Junior Guides



Type: Compulsory

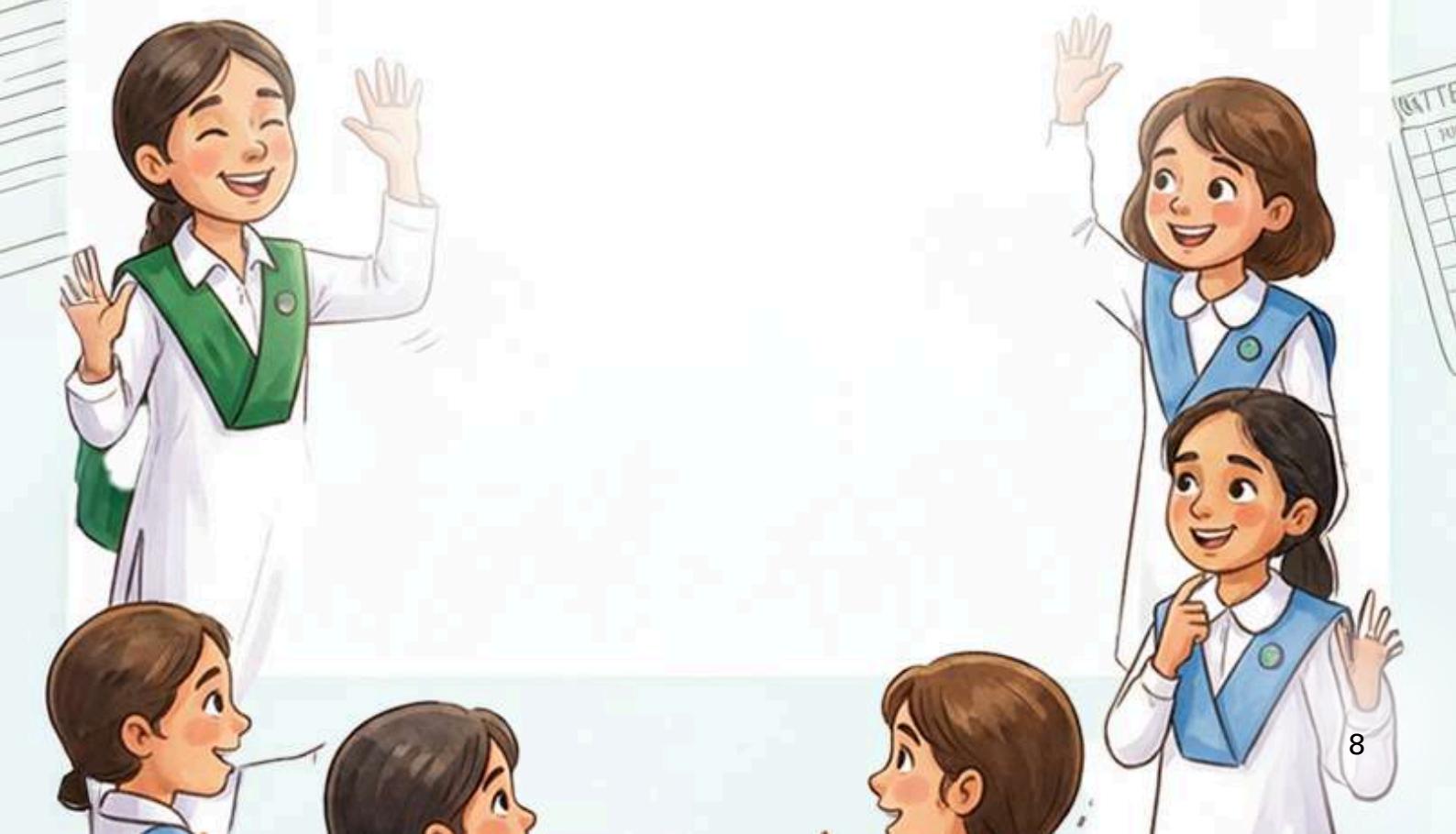
To help participants recognize different types of disasters, learn their names, and understand where they occur in Pakistan.

Explain to participants:

Write different types of hazards common in Pakistan on small slips of paper (e.g., flood, drought, heat wave, landslide, house fire).

1. Girls take turns acting out a hazard without speaking, while their team tries to guess it.
2. This game helps reinforce the names and characteristics of different disasters in a playful way. After each correct guess, briefly discuss a key safety tip related to that hazard. (See Annexure Attached for Key safety tips)

"You've learned to identify many types of hazards, understand which ones are most common in your areas, and how to recognize them quickly. This knowledge helps us stay alert and prepared to reduce disaster risks."



Activity:

Safe or Risky – Red Light, Green Light!

Participants: Junior Guides

Type: Compulsory

Explain PRA Simply

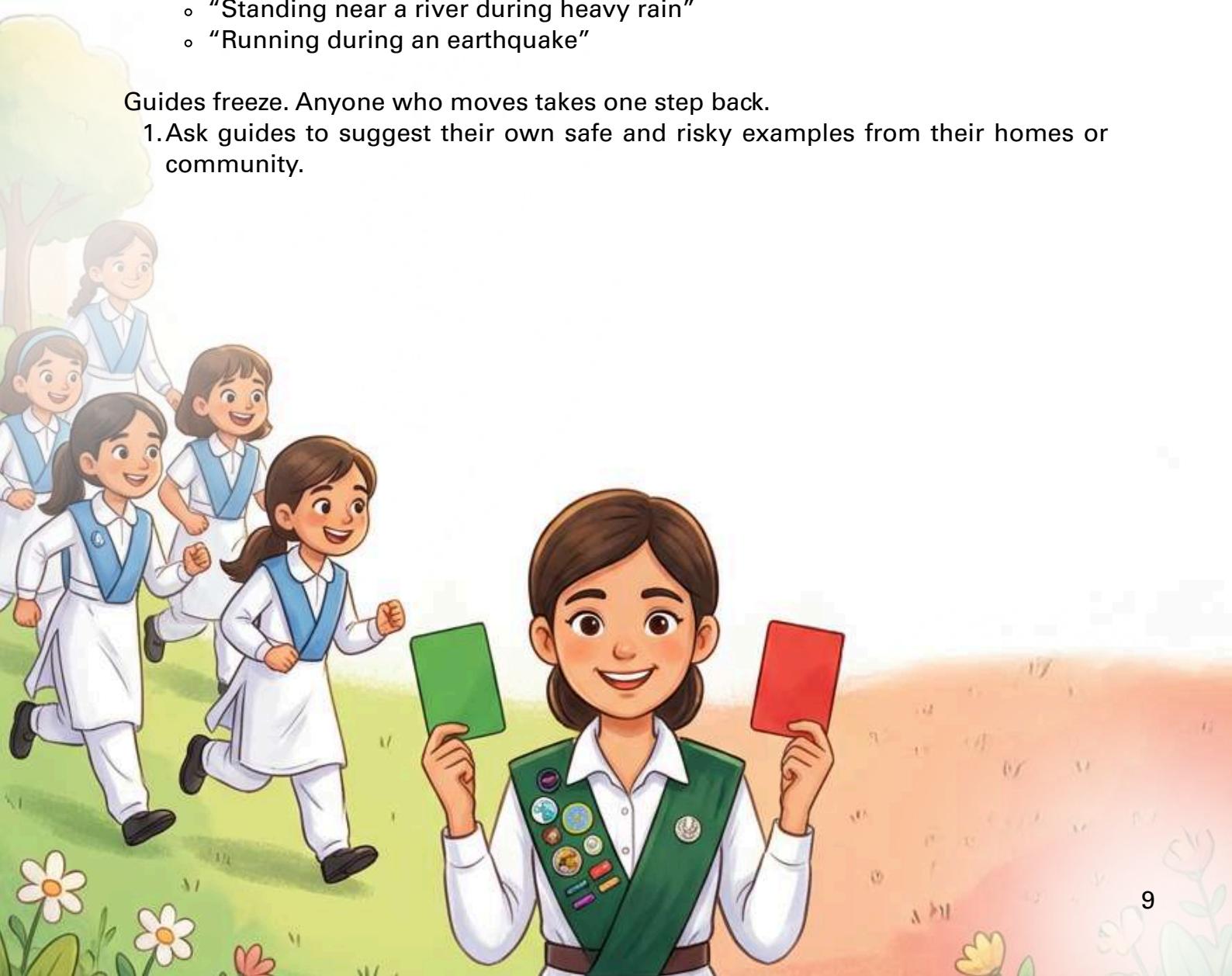
1. Leader stands at the front holding red and green cards.
2. Children line up at the starting point.
3. Green Light – Safe! When the leader shows green, they call out a safe place or action, such as:
 - “School building”
 - “Open ground during an earthquake”
 - “Listening to elders during floods”

Children run forward.

1. Red Light – Risky. When the leader shows red, they call out a hazard or risky place, such as:
 - “Playing near electric wires”
 - “Standing near a river during heavy rain”
 - “Running during an earthquake”

Guides freeze. Anyone who moves takes one step back.

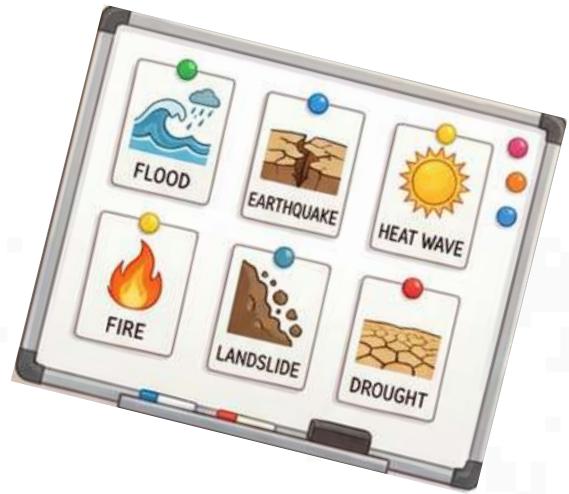
1. Ask guides to suggest their own safe and risky examples from their homes or community.



Activity:

The Danger Map

Participants: Girl Guides, Senior Guides



Type: Compulsory

Description:

- Give each girl a blank piece of paper and crayons. Ask them to draw a map of their home and the area around it. Ask them to draw a "red dot" on the map for anything they think is a danger (e.g., a broken electric wire, a gas cylinder near the stove, a slippery floor, a place where water collects).
- Discuss their drawings and explain how these little dangers can become bigger problems during an emergency.
- This activity helps them visually identify hazards in their immediate environment.
- Then ask the girls to name different types of dangers or emergencies they know about in their area.
- List their answers on a whiteboard or large paper. Then, use picture cards or illustrations of different hazards (e.g., floods, earthquakes, heat waves, heavy rainfall, droughts, landslides, fire, etc.) and ask them to match the pictures to their list.
- Explain the difference between a hazard (a dangerous event, like heavy rain) and a disaster (a hazard causing widespread damage, like a flood).





Activity:

Hazard Hunt

Participants: Girl Guides, Senior Guides

Type: Compulsory

To introduce participants to the concept of disasters and hazards by identifying the types of disasters that occur in Pakistan.

- Begin by asking participants, “What disasters or hazards have you heard about in Pakistan?”
- Encourage them to call out names such as floods, earthquakes, heat waves, droughts, landslides, fires, epidemics, etc.
- Write all responses on the board or chart paper. Briefly discuss each hazard where and why it happens (e.g., floods in Sindh, earthquakes in KP, heat waves in Karachi).
- Divide participants into small groups.
 - Each group draws a simple map of Pakistan (or their province/area) on chart paper.
 - They mark areas where each disaster is common using symbols, colors, or stickers.
 - (Example: blue for floods, red for earthquakes, yellow for heat waves).
- Each group presents their “Hazard Map” and explains the major hazards in their area and how people are affected.



1.3 Disaster Risk Management (DRM) Cycle

To understand that disasters are part of a cycle we can act before, during, and after to reduce damage.

The DRM Cycle (Simple Explanation)

| Phase | What Happens | Examples |
|------------------------------|---|--|
| 1. Prevention/ Mitigation | Steps to stop or reduce the damage before disaster happens. | Strong house walls, tree plantation, no littering in drains. |
| 2. Preparedness | Get ready for disasters. | Make family plan, learn first aid, and prepare emergency kits. |
| 3. Response | Immediate action during the disaster. | Help people, move to safe area, and provide first aid. |
| 4. Recovery / Rehabilitation | Fixing and rebuilding after disaster. | Rebuilding houses, schools, helping affected families. |

Trainer Information (Based on YUNGA DRR Challenge Badge – Section B)

To accompany the DRM Cycle explanation

The Disaster Risk Management (DRM) Cycle helps children understand that disasters are not single events but a series of stages where we can take actions to reduce harm and rebuild communities. Section B of the YUNGA DRR Badge highlights that managing disasters is a shared responsibility that involves learning risks, reducing vulnerability, preparing early, responding quickly, and recovering strongly. Trainers should help girls connect the four phases with their real-life experiences and encourage them to think about what they can do at each stage.



Trainer Brief for Each Phase (as per DRR Challenge Badge principles)

1. Prevention / Mitigation

- Disasters become dangerous because of human actions—such as cutting trees, building weak houses, and blocking drains.
- Trainers should emphasize that mitigation means reducing risk before anything happens.
- Encourage girls to notice risks in their environment and think of small actions that make their communities safer.

2. Preparedness:

- Preparedness involves planning ahead so people know what to do when a disaster strikes.
- Trainers should highlight simple preparedness skills like making an emergency contact list, identifying safe places, practising evacuation, and learning basic first aid.
- Reinforce that preparedness builds confidence and reduces panic during emergencies.

3. Response:

- Response is the phase where people take immediate action to save lives, protect others, and reduce further damage.
- Trainers should explain that even children can help by staying calm, helping siblings or older persons, following instructions, and knowing how to keep safe.
- Emphasize teamwork and communication during response.

4. Recovery / Rehabilitation:

- Recovery is not as the long-term process of helping families and communities return to normal life.
- Trainers should explain that recovery includes rebuilding homes, restoring schools, supporting families emotionally, and learning lessons for the future.
- Encourage girls to think about how communities can “build back better” so they are stronger next time.

Activity:

Draw the DRR Cycle choosing one disaster

Participants: Girl Guides, Senior Guides

Type: Compulsory

Description:

- Give each group a chart paper.
- Draw a big circle with four parts labeled: Prevention – Preparedness – Response – Recovery.
- Assign a disaster to each group and ask them to make a DRR cycle and show what steps can be taken at every stage.
- Display all group cycles on the wall.
- Discussion:
 - Why is each part important?
 - What will happen if we skip one step?

Optionally this activity can be conducted with junior guides but trainer must use age appropriate approach for explanation.



1.4 Role of Girl Guides in DRM

Girl Guides play a vital role in Disaster Risk Management (DRM) by supporting their families, schools and communities in prevention, preparedness, response, and recovery. Guided by the motto "Be Prepared" and a strong spirit of service, Girl Guides and Senior Guides promote safety, resilience, and collective action. They learn about climate-induced risks, early warning signs, environmental protection, and the impact of human actions for triggering disasters.

As part of prevention and preparedness, Girl Guides raise awareness on safety measures, early warning dissemination, first aid, family emergency plans, school safety plans and climate-smart practices. They promote reducing single-use plastics, proper waste management, and actively participate in cleanliness drives and tree plantation activities to help reduce environmental risks such as flooding and pollution. These actions strengthen community resilience and contribute to climate change mitigation and adaptation.

During emergencies such as floods, heat waves, or earthquakes, Pakistan Girl Guides Association actively support response efforts by guiding people to safer areas, keeping children and the older persons calm, and offering emotional support.

Under PGGA relief initiatives, Girl Guides organize and participate in donation campaigns at school and community levels, collecting funds, providing food and non-food items such as clothing, quilts, shoes, and other essential supplies. They also assist in sorting, packing, and distributing relief items to disaster-affected families.

In the recovery phase, Girl Guides contribute through cleanliness drives, environmental restoration activities, and continued support to vulnerable communities. Through these actions, Girl Guides develop leadership, responsibility, and compassion, becoming active change-makers who promote disaster preparedness, climate action, and community resilience across Pakistan. Senior guides assist in compiling the lessons learnt, need-gap analysis and best practices that helps in informed decision making and improvements in policy and strategies at local as well as national level.



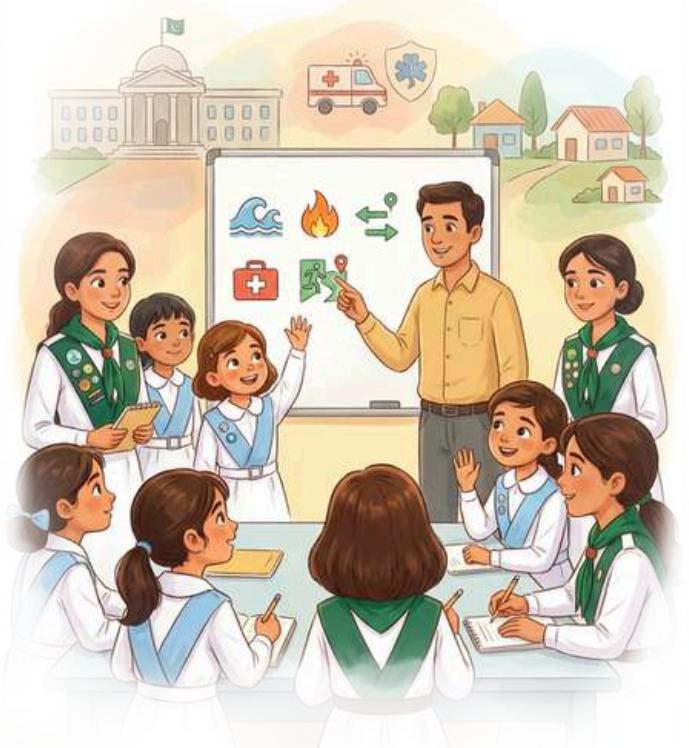
Activity:

Meet the Experts

Participants: Junior Guides, Girl Guides, Senior Guides

Type: Optional

- Organize a meeting with NDMA/ PDMA/ DDMA representatives.
- Learn about their role in detail, make a brief and display key messages in your educational institution.



2. Preparedness & Safety Skills

This session helps Girl Guides of all ages understand how to prepare for, respond to, and stay calm during disasters whether at home, school, or in the community.

Objective:

By the end of the session, participants will be able to:

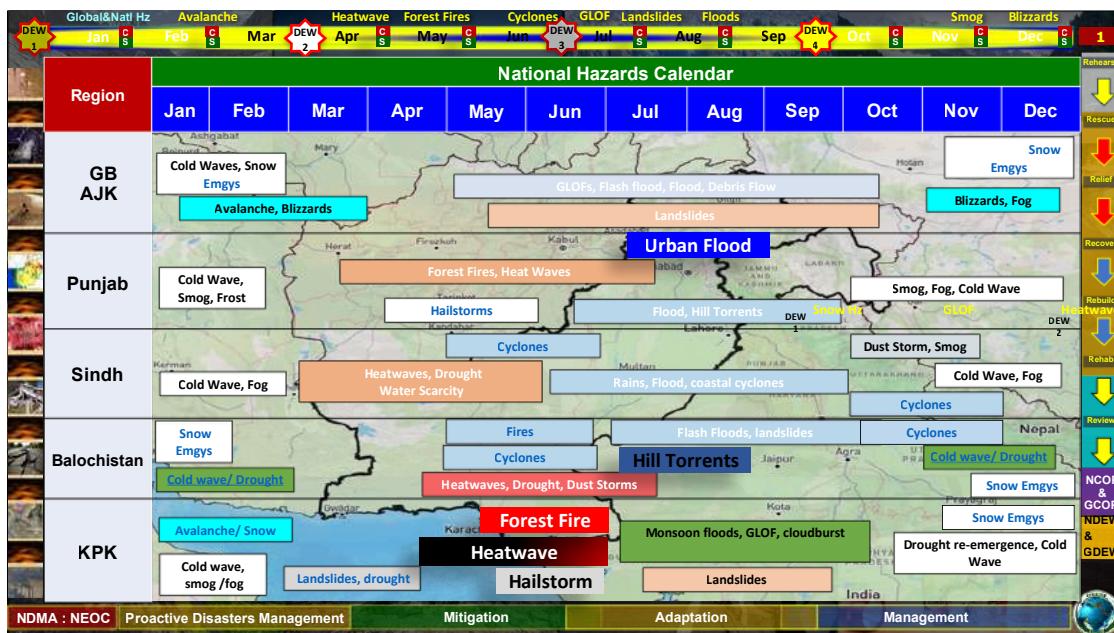
- Understand the importance of early warning systems (NEOC) and alerts.
- Prepare a family emergency plan with contact numbers and go-bags.
- Learn how school safety plans and mock drills are used to demonstrate preparedness.
- Practise basic psychosocial preparedness and support — how to stay calm and help others during emergencies.



2.1 Seasonal Calendar/National Hazard Calendar

Brief Explanation: National Hazard Calendar

A Seasonal Calendar helps communities see which disasters happen in which months, so they can prepare early.



Activity:

Build a Seasonal Calendar & Preparedness Stars

Participants: Junior Guides, Girl Guides, Senior Guides

Type: Compulsory

Description:

- Divide participants into small groups.
- Ask each group to draw a 12-month calendar on chart paper (January to December).
- Discuss which hazards are common in Pakistan and when they usually occur (e.g., floods in July–August, heat waves in May–June, cold waves in Jan–Feb, earthquakes any time).
- Groups mark the hazards on the calendar using symbols or colors.
- Now ask participants to add a ★ next to each hazard on the calendar.
- Beside each, write one preparedness action related to that hazard.

Examples:

- Before floods → clean drains
- Before heat wave → store drinking water
- Before winter → check warm clothing and blankets
- Each group presents their Seasonal Hazard & Preparedness Calendar. Display the updated calendars on the wall.

Activity:

Reading & Readiness: Showcase Through Stories

Participants: Junior Guides, Girl Guides, Senior Guides

Type: Compulsory

Warm-up: Briefly introduce the concept of disaster preparedness and the importance of being knowledgeable and resilient.

- **Divide into Groups:** Divide all participants into five distinct groups. Assign each group one of the five storybooks. Make it clear that each group will become the "expert" on their assigned story and will teach the rest of the participants about it.
- **Group 1:** *جینا مسکرانا ہمت نہ بارنا*
- **Group 2:** *سردی الی*
- **Group 3:** *احتیاط کی کہانی پریوں کی زبانی*
- **Group 4:** *زین کا ہلنا*
- **Group 5:** *برسات میں احتیاط*

Each group will move to a separate area to work independently.

They should:

1. **Read the Storybook:** Together, the group should read their assigned story.
2. **Identify Key Messages:** As a group, discuss and identify the main message or lesson from the story. What is the most important takeaway about preparedness or resilience?
3. **Choose a Presentation Format:** The group must choose one of the following formats to share their message with the other groups. They should keep their presentation to a maximum of 5 minutes.
 - **Presentation:** A brief, clear verbal presentation summarizing the story's lesson. This can be supported by a simple drawing or a list of key points on a flipchart.
 - **Role Play/Skit:** Act out a key scene from the story to demonstrate the lesson in action. For example, Group 4 could perform the "Drop, Cover, and Hold On" drill.
 - **Discussion:** Lead a short, interactive discussion with the other groups by asking 2-3 thoughtful questions about their story's topic.
 - **Podcast/Interview:** Present their findings in the style of a short podcast episode or an interview with a character from the story, explaining what they learned.
4. Each group takes turns presenting their story and its key message to everyone. After each presentation, allow for 1-2 minutes of quick questions from the audience to reinforce the learning.

Activity:

Venn Diagram

Participants: Senior Guides

Type: Compulsory

Discuss how communities work together with different government and non-government organizations that influence and support them.

Example circles:

1. Girl Guides
2. Basic Health Unit / Hospital
3. Police Station
4. Masjid
5. Safe shelter
6. Local NGO
7. CBO
8. Bank
9. Rescue Station
10. Agriculture Department
11. Irrigation Department
12. Universities/Schools



The overlap shows how they cooperate (for rescue, awareness, or relief).

2.2 Identifying Vulnerabilities of Women, Children & Persons with Disabilities

(Junior Guides, Girl Guides, Senior Guides)

Trainers will introduce the different types of vulnerabilities and the challenges faced by vulnerable groups during disasters.

Vulnerability means being more likely to suffer harm during a disaster because of physical, social, or economic reasons.

Challenges during Disaster:

| Group | Challenges in Disaster | Example / Real-life Situation |
|----------------------------------|---|--|
| Women | Responsible for children/ older persons, less access to transport, unsafe shelters, Limited Resources | During previous floods, many women couldn't evacuate quickly with small children; lacked hygiene and privacy in camps. |
| Children | Fear, trauma, school closures, malnutrition, loss of family members | In flood-hit areas, schools were used as shelters, children missed classes and faced emotional stress. |
| Persons with Disabilities (PWDs) | Limited mobility, difficulty accessing evacuation routes, lack of accessible shelters, dependency on caregivers, communication barriers during emergencies. | During floods and earthquakes, many persons with physical disabilities were unable to move to higher or safer places without assistance. Shelters often lacked ramps, wheelchairs, and accessible washrooms. |



Activity:

Story Reflection – “Who Faces the Most Difficulty?”

Participants: Girl Guides, Senior Guides

Type: Compulsory

To help participants recognize that women and children as well as persons with disabilities are often more vulnerable during disasters and need special attention and support.

- Trainer reads or narrates a short story about a family or community affected by a disaster (flood, earthquake, or heat wave).
- After the story, ask participants the reflection questions
- Summarize the discussion by highlighting physical, emotional, and social vulnerabilities women, children and persons with disabilities face in emergencies.

Story 1: “The Flood Night”

It had been raining for three days in a small village near Sukkur. The river overflowed, and water started entering the houses. A mother named Ayesha quickly tried to gather her three children. Her husband was away working in another city.

She lifted her youngest child and held the hands of the other two, trying to reach the nearby school building, which was being used as a shelter. The water rose up to her knees, then her waist. The children were frightened and crying. When they finally reached the shelter, Ayesha was exhausted.

The next morning, volunteers arrived with food and clean water. Ayesha helped calm other mothers and shared food with them. Later she said, “If I had known earlier about flood safety, I could have been better prepared.”

Reflection Questions:

1. Who faced the most difficulty in this story?
2. What challenges did Ayesha experience as a woman and mother?
3. How could Girl Guides have helped families like hers before or during the flood?

Story 2: “The Earthquake Morning”

It was early morning in a small town in Khyber Pakhtunkhwa when the ground began to shake. Sadia, a 12-year-old girl, was at home with her grandmother and younger brother. Her father was at work, and her mother was cooking breakfast. The shaking grew stronger. Pots fell, and walls cracked. Sadia’s mother shouted, “Get out of the house!” Sadia helped her little brother run outside and held her grandmother’s hand.

Once they were safe, she noticed her grandmother was trembling and crying — she had left her medicine inside.

After the quake, Sadia and her family spent the day outside, with no water or food. The Girl Guides from a nearby school arrived later with first aid kits and water bottles. They also helped calm the children by playing simple games.

Reflection Questions:

1. What were the difficulties faced by women, children, and older persons?
2. What role did the Girl Guides play in this story?
3. What other actions could they take to support such families after an earthquake?

Key Message:

Women, children, and persons with disabilities, often face extra challenges during disasters such as limited mobility, safety risks, and care responsibilities. Girl Guides can play a vital role in supporting and protecting them.

Side note: Families should store critical medicines in an easy-to-grab container.

Story 3: “Hamza and the Rising Waters”

Hamza is an 11-year-old boy living in a village near Sukkur. He has an intellectual disability that makes it hard for him to process sudden changes and follow complex instructions. One July evening, heavy monsoon rains caused the river to overflow. Water started entering homes quickly, and people rushed to evacuate to the school building being used as a shelter.

Hamza’s mother tried to explain what was happening, but Hamza became very anxious. He kept asking for his favorite toy and refused to leave the house. The loud shouting and rushing outside made him cover his ears and cry. His mother was torn between saving essential items and calming Hamza. A neighbor who knew Hamza well stepped in. She spoke slowly and calmly, using short sentences: “Hamza, let’s go play at the big school. Your toy can come too.” She handed him the toy and held his hand.

This simple reassurance helped Hamza feel safe enough to move. At the shelter, volunteers created a quiet corner for Hamza and other children who were overwhelmed by the noise.

Later, Hamza's mother said, "If we had a plan for children like Hamza, it would have been easier." The experience taught the community that inclusive preparedness means thinking about emotional and cognitive needs, not just physical safety.

Reflection Questions:

- What challenges did Hamza and his mother face during the flood?
- How did the neighbor help Hamza feel safe?
- What can families and communities do to support children with intellectual disabilities during disasters?

Story 4: "The Flood and Bilal's Wheelchair"

Bilal is a 15-year-old boy living in a small village. He uses a wheelchair because of a spinal injury from an accident two years ago. One July evening, heavy monsoon rains caused the river to overflow. Water started entering homes quickly. Bilal's father was away working in another town, and his mother was alone with Bilal and his younger sister.

As the water rose to knee level, Bilal's mother struggled to push his wheelchair through the muddy street. The wheels kept getting stuck. Neighbors were rushing to the school building being used as a shelter, but no one had thought about how Bilal would get there. His mother tried lifting him, but she was exhausted and scared.

Finally, two teenage boys from the neighborhood saw her struggling. They worked together to carry Bilal and helped his mother and sister reach the shelter. When they arrived, Bilal noticed there was no ramp—only stairs. The volunteers improvised by using wooden planks to make a temporary ramp so Bilal could enter safely.

That night, Bilal said quietly, "If only there was a plan for people like me, it wouldn't have been so hard." His words made the community realize the importance of including persons with disabilities in disaster preparedness.

Reflection Questions:

- What challenges did Bilal and his family face during the flood?
- How could the community have prepared better for persons with disabilities?
- What role can Girl Guides play to support people with disabilities before and during disasters?
- What could the family/community prepare in advance to make evacuation easier next time?

Activity:

Helping Hands Wall (Being sensitive and respectful toward people with disabilities)

Participants: Junior Guides, Girl Guides, Senior Guides

Type: Optional

To encourage participants to think of concrete ways to support women, children, and persons with disabilities during disasters.

1. Give each participant a sheet of paper and ask them to trace and cut out their handprint.
2. Inside the handprint, they write one simple action they can take to help women, children, and persons with disabilities during disasters.
- Examples: "Provide clean water," "Share first aid," "emotional support" "Comfort children," "Help older persons evacuate."
3. Stick all handprints on a wall or chart paper to create a 'Helping Hands Wall.'

Activity:

Safety Circle Game

Participants: Junior Guides, Girl Guides

Type: Optional

To visually demonstrate how teamwork and protection reduce the vulnerabilities of women and children during disasters.

- Ask a few participants to stand in the inner circle — representing women, children and persons with disabilities.
- The remaining participants form an outer circle — representing Girl Guides.
- Trainer calls out disaster situations (e.g., flood, earthquake, fire).
- The outer circle acts out how Girl Guides can protect and support the inner circle (e.g., forming a shield, guiding them to safety, sharing water).
- Rotate roles so everyone experiences both circles.



2.3 Responding to NEOC Early Warnings / Alerts

The National Emergencies Operation Centre (NEOC) – Pakistan's Digital Hub for Terrestrial Climate Intelligence and National Data Bases.

Learning Objectives:

By the end of this section, participants will be able to:

- Understand **what NEOC is and why it is important**
- Explain **how NEOC works before, during, and after disasters**
- Identify **how information flows from NEOC up to community level**
- Recognize the **role of Girl Guides in early warning dissemination and coordination**



1. What is NEOC?

The **National Emergencies Operation Centre (NEOC)** is the technology driven platform for future disasters' probabilistic trajectories to indicate likelihood, time of impact, potential losses and alerts for vulnerable audience and to help enablers.

NEOC works 24 hours a day, 7 days a week, to:

- Predict occurrence of future disasters (DEW-Disaster Early Warning) up to 10-12 months in advance, and guide innovative indigenous response approach.
- Provide timely early warnings and alerts to all stakeholders to prepare, plan and adjust (as required) in emerging disasters situations.
- Guides national institutions to get ready for impact and swiftly recover, from unavoidable disasters.
- Minimize national damages and financial stress.
- Enable mass communication to all in potentially vulnerable areas, through all media mediums.
- Coordinate response between federal, provincial, and district authorities and other relevant technical agencies and responders.

2. Why is NEOC Important?

NEOC helps to:

Save lives through **early warnings and alerts**

Reduce confusion by **coordinating activities by all related departments**

Ensure **quick response, search & rescue, relief delivery and shorten the period of recovery.**

Share accurate information and avoids rumors.

It suggests actions to be taken in the given scenario.

NEOC connects:

- Prime Minister Office and all other key ministries
- Provincial Disaster Management Authorities (PDMA)

- District Disaster Management Authorities (DDMAs)
- Technical departments / agencies such as PMD, SUPARCO, Survey of Pakistan, NHA
- Rescue services, armed forces, NGOs, and volunteers
- Private Sector/Industry
- Global Counterparts
- Diplomatic community
- Pakistani Diaspora

3. How NEOC works (DRM Cycle Link)

| DRM Phase | Role of NEOC |
|-------------------------|--|
| Prevention / Mitigation | Uses risk data, past disasters, and climate trends to guide planning |
| Preparedness | Issues early warnings, shares preparedness advisories, conducts coordination conferences and Simulation Exercises both national and international. |
| Response | Activates emergency coordination, mobilizes rescue & relief, and timely shares situation updates |
| Recovery | Monitors and evaluates national response, rehabilitation planning, and redefine scope for future preparedness. |

Trainer Tip:

Link this table with the DRM Cycle activity already taught to reinforce learning.

4. Early Warning & Information Flow-NEOC to Community level

Explain simply:

- NEOC issues early warnings which are disseminated through SMS, ring back tones, social media, and electronic media, and importantly through "NDMA Disaster Alert" Mobile Application. This app can be downloaded from Google Play Store and App Store.
- Advisories to provincial, district and other relevant authorities
- Safety messages shared through mosques, schools, radio, TV, and community Whatsapp group.

5. Role of Girl Guides in Supporting NEOC

- Girl Guides are important links between communities and disaster management authorities.

Before a Disaster

- Share NDMA/NEOC alerts in family circle and community
- Help communities understand early warning messages
- Support family preparedness plans and go-bags
- Report unsafe conditions to elders, teachers or local authorities

During a Disaster

- Follow official instructions issued through NEOC
- Help calm children and vulnerable people
- Assist in organized evacuation (where allowed and safe)
- Avoid spreading rumors or unverified information only share correct and authentic information

After a Disaster

- Support needs assessment activities
- Participate in psychosocial support and Education in Emergencies related activities
- Provide feedback on what worked and what did not in the communities



Activity:

“Inside the NEOC” Simulation

Participants: Junior Guides, Girl Guides, Senior Guides (age-appropriate roles)

Objective:

To understand how NEOC coordinates disasters using tech enabled platforms and teamwork.

1. Divide participants into groups:

- NEOC Team
- NDMA Disaster Alert Mobile App Team
- Girl Guides
- Community

2. NEOC Team announces a scenario:

- “Heavy monsoon rains expected in Sindh”
- “Heatwave alert for Karachi”
- “Flood warning for KP rivers”

3. NDMA Disaster Alert Mobile App Team

- Simulate uploading alerts on the NDMA Disaster Alert Mobile App (e.g., flood warning, heat wave advisory, and safety instructions).
- Decide what information is shared with the public (do's and don'ts, evacuation advice, heat safety tips).
- Ensure messages are clear, short, and understandable for communities.
- Deliver alert message/early warning to Girl Guides

4. Girl Guides

- Receive alerts from the NDMA Disaster Alert Mobile App Team.
- Translate warnings into simple, child- and community-friendly messages.
- Conduct mock awareness activities such as explaining flood or heat waves safety measures, evacuation routes and advising on safe water and hygiene.

5. Community

- Receive alerts through Girl Guides.
- Ask questions and share concerns (e.g., water shortages, evacuation confusion, health risks).
- Practice decision-making with support from Girl Guides i.e whether to evacuate, how to protect family members, re-checking of go bags.
- Provide feedback on whether the warnings were understandable and timely.

End with discussion:

- What information was most important?
- What happens if information is delayed or incorrect?

Activity:

“Alert or Rumor?” (Media Literacy)

Participants: Girl Guides, Senior Guides

Objective:

To learn how NEOC helps prevent misinformation.

Trainer distributes short early warning messages. Introduce the 3-Check Rule:

1. Source – Is it from NDMA/NEOC or an official authority?
2. Message – Does it give clear, calm instructions?
3. Platform – Is it from an official app, TV, radio, or verified account?



Participants decide:

- Official Alert (from NDMA/NEOC)
- Rumor / Unverified Information

Examples:

- “NEOC/NDMA Disaster Alert Mobile App issues flood warning for River Indus”
- “Someone said the dam has broken – share quickly!”

Key Message:

Always trust official NEOC/NDMA sources.

8. Key Takeaway for Girl Guides

- NEOC represents organized, coordinated proactive disaster governance
- Girl Guides are trusted messengers, not decision-makers
- Accurate information saves lives and prevents unrest among exposed and affected communities
- Community participation strengthens national response systems.

Link to Badge Assessment

Participants can demonstrate learning by:

- Explaining NEOC in simple words
- Sharing one NEOC alert with family/community

- Participating in NEOC simulation activity
- Reflecting in DRR Journal:

“How can I support in early warning dissemination and coordination in my community?”

Explanation:

- Early warning of disasters that are possible and commonly used (especially relevant for Pakistan) include the following:
- **Weather & Climate-Related**
- **Flood early warning** – heavy rainfall, rising river levels, dam overflow alerts
- **Cyclone/Storm early warning** – strong winds, storm surge, coastal alerts
- **Heat wave early warning** – extreme temperature forecasts
- **Drought early warning** – low rainfall, water scarcity indicators
- **Cold wave early warning** – extreme winter temperatures, frost alerts

Geological

- Earthquake early warning – detects initial seismic waves (seconds of warning)
- Landslide early warning – heavy rain + unstable slopes
- Glacial Lake Outburst Flood (GLOF) warning – especially in Gilgit-Baltistan & KP

Environmental & Health

- Forest fire early warning – high temperature, dry conditions, smoke detection
- Disease outbreak warning – linked to floods, heat, or poor sanitation.

Community-Based Early Warning

- Pak NDMA Disaster Alert mobile App
- Mosque loudspeakers / sirens
- Mobile SMS alerts
- Radio & TV announcements
- Community volunteers & Girl Guides
- Flag or color-coded signals (safe / alert / danger)
- Early warnings help people take action before a disaster strikes. In Pakistan, the NDMA's NEOC and Disaster Alert App and PDMA systems share updates about imminent disasters.

Key Actions after a Warning:

- Stay informed (radio, NDMA app, social media) and SMS Alerts from NDMA, PDMA.
- Inform your family and neighbors
- Keep go-bags and essentials ready
- Move to safe areas if advised

Activity:

“Alert Simulation” Game

Participants: Junior Guides

Type: Compulsory

Objective:

Practise quick reaction to different warnings.

Trainer/ leader calls out alerts — e.g., “Flood Warning!”, “Earthquake Alert!”, “Heat wave Warning!”

Participants must act quickly:

Flood → move to higher ground area in the room

Earthquake → drop, cover, hold

Heat wave → pretend to find shade and drink water

Trainer praises correct and quick responses.

Key message: Stay alert and respond immediately when warnings are issued.

Trainer tip: If needed, you can refer to Storybook, in which Meena learns about floods, emergency kits, and safe places.

Activity:

“Warning Signals – Act Fast!”

Participants: Girl Guides

Type: Compulsory

Objective:

Materials required is picture cards (rain, sun, shaking ground, rising water, siren, SMS, whistle) and colored circles or paper:

- Green = Safe
- Yellow = Alert
- Red = Danger

1. Leader explains:

“Early warning means getting a sign before danger comes so we can stay safe.”

Show examples:

- Dark clouds → flood warning
- Strong winds → storm warning
- Ground shaking → earthquake

2. Girls stand in a circle.

3. Leader shows a warning card or blows a signal.

4. Girls must:

- Hold up the correct color.
- Act out the safe action.

Examples:

| Warning Signal | Action |
|----------------|--------------------------------|
| Heavy rain | Move to higher ground |
| Water rising | Walk quickly to safe place |
| Ground shaking | Drop, Cover, Hold |
| Extreme heat | Drink water, stay in shade |
| Siren/SMS | Listen and follow instructions |

Leader points to places:

- River bank
- Strong building
- Open ground

Girls shout “Safe!” or “Unsafe!” and explain why.

Activity:

Emergency Communication – Who to Inform & Phone Tree

Participants: Senior Guides

Type: Compulsory

Objective:

To build awareness about communication during emergencies and strengthen participants' ability to quickly share information using a simple phone tree system.

Part A – “Who Would You Inform First?”

- Trainer says: “You just received a flood warning – who will you call first?”
- Participants list 3 people they would inform (parents, school, neighbors, or local authorities).
- Discuss why communication is important and how informing the right people quickly can save lives.

Part B – “Emergency Phone Tree”

- Each participant writes down 3 people they should contact in an emergency.
- Create a group “call chain” where each participant is responsible for informing two others.
- Conduct a mock drill: trainer announces “Flood Alert!” and participants pass the message quickly through the phone tree.



Activity:

Prepare Your Personal / Family Go-Bag

Participants: Junior Guides, Girl Guides, and Senior Guides

Type: Compulsory

Objective:

To ensure that every person and family is ready to move quickly and safely in case of an emergency such as an earthquake, flood, fire, or evacuation.

A Go-Bag (also called an emergency kit or grab bag) is a small, easy-to-carry bag with all the important items you may need for 2–3 days if you must leave your home suddenly.

What to Include in Your Go-Bag:

Encourage participants to collect these items at home. Discuss why each item is important.

1. Basic Survival Items

- Drinking water (at least 2 liters per person)
- Dry food/snacks (biscuits, dates, nuts, roasted grams, etc.)
- Torch or flashlight with extra batteries
- Whistle (to signal for help)

2. Health and Safety Supplies

- First aid kit (bandages, antiseptic, painkillers, etc.)
- Personal medicines for family (for 3 days)

3. Important Documents (in waterproof pouch)

- Copy of ID card, emergency contacts, family photos
- House/land documents or school ID

4. Clothing and Personal Items

- One extra pair of clothes
- Light blanket or shawl
- Toothbrush, comb, towel

5. Communication and Support Tools

- Charged power bank
- Radio or phone (for updates)
- Some cash in small notes

Family Preparedness Tips:

- Every family member should know where the bag is kept.
- Keep one go-bag at home and another smaller one in school or workplace.
- Check and update it every 6 months (replace expired food or medicines).

Activity:

Emergency Kit Drill

Participants: Junior Guides, Girl Guides, and Senior Guides

Type: Compulsory

Divide participants into small groups. Explain that local government authority, based on NDMA's NEOC alerts, has advised vacating your area in a specific season due to an upcoming hazard (specify). Ask each group to list 10 essential items they would include in their go bag. After 5 minutes, share lists and compare them with a standard go bag. Ask every group to explain why every item is important.



2.4 School safety

School Safety is a structured approach to ensure a safe learning environment for students, teachers, and school staff by reducing risks from natural hazards (like earthquakes, floods, fires) and man-made emergencies. As part of implementing a school safety plan under the Pakistan School Safety Framework (PSSF) each school must form a School Safety Committee (SSC) a core management team responsible for developing, implementing, monitoring, evaluating, and updating the school's safety plan. The SSC should include key school leadership (such as the Principal as Chair), teachers, student and parent representatives, and, where feasible, community members and disaster-management focal points.

For Further Reading

Pakistan School Safety Framework (Full NDMA PSSF Document – official)

<https://ndma.gov.pk/public/storage/publications/July2024/fLRr85hNpTU9HDWPKUdb.pdf>

NDMA Press Information on PSSF Implementation

https://pid.gov.pk/site/press_detail/30003



Activity:

Mini Mock Drill

Participants: Junior Guides, Girl Guides, and Senior Guides

Type: Compulsory

- Trainer announces: "Earthquake Drill!" or "Fire Drill!"
- Students:
 - Stop activities
 - Follow safety instructions (drop, cover, hold / move calmly to exit)
- Assemble at the safe area and check if everyone is present.



2.5 Psychosocial Preparedness & Support

If the Emotional Well-being Badge activities were not conducted previously, ensure they are completed now as part of the DRR Badge)

Disasters cause fear, anxiety, and sadness. Psychosocial preparedness means learning how to stay calm, comfort others, and think clearly.

Ways to stay calm:

- Take deep breaths.
- Talk to trusted people.
- Help others.
- Do small acts of kindness.
- Avoid rumors and false news.

Activity:

Calm Breathing Circle

Participants: Junior Guides, Girl Guides, and Senior Guides

Type: Compulsory

- Everyone sits in a circle.
- Trainer says: "Inhale slowly through your nose, exhale through your mouth."
- Do this for 1 minute, then ask how participants feel?
- Staying calm helps make better decisions.



Activity:

Share & Support

Participants: Junior Guides, Girl Guides, and Senior Guides

Type: Compulsory

- Ask participants to recall a time they felt scared (e.g., storm, loud thunder).
- In pairs, they share what helped them feel better.
- Trainer summarizes: "Helping and listening to each other gives strength."



Activity:

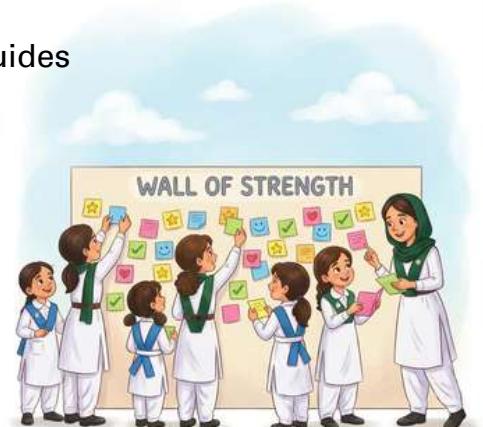
Positive Messages Wall

Participants: Junior Guides, Girl Guides, and Senior Guides

Type: Optional

- Give each participant a sticky note or paper.
- Ask them to write one positive message like:
 - "We can stay safe together."
 - "Don't panic — plan and prepare."
 - "Helping one person helps the whole community."

Post them on a "Wall of Strength."



3. Nature-Based Solutions For Disaster Resilience

(Guides should be encouraged to complete Environment and Climate Change Badge)

Objective:

By the end of the session, participants will:

- Understand how climate change increases disasters.
- Learn simple, nature-based actions to reduce risks.
- Plan small environmental projects (tree planting, water saving, etc.) for their community or school.

Start with a Discussion:

Ask:

- "Have you noticed changes in weather in recent years?"
- "Do summers feel hotter? Are floods or rains more frequent?"

Climate change means our planet is getting hotter. This leads to stronger floods, longer heat waves, and less water.

But nature itself can help us — through Nature-Based Solutions (NBS) like planting trees, saving water, and protecting soil.



3.1 How Climate Change Increases Disasters

- Higher temperatures → **more heat waves and droughts.**
- Melting glaciers → **cause floods and GLOFs (Glacial Lake Outburst Floods).**
- Deforestation → **leads to landslides and soil erosion.**
- More heavy rains → **cause urban flooding.**

Activity:

“Weather Story Chain”

Participants: Junior Guides, Girl Guides

Type: Optional

Steps:

1. Sit in a circle.
2. One participant starts: “Last summer it was so hot that...”
3. Each person adds one line (e.g., “trees dried,” “we had less water,” “flood came,” etc.)
4. Trainer concludes linking all points to climate change.
5. Then Place the two signs (“Weather” and “Climate Change”) on opposite sides of the room.
6. Give participants flashcards with statements such as:
 - “It rained heavily today.”
 - “Winters are getting shorter every year.”
 - “A flood occurred after 5 days of rain.”
 - “More heat waves happen every summer now.”
 - One by one, participants read their card and stand near the sign they think it belongs to.
7. After all cards are placed, discuss each one briefly — explaining that climate change is about long-term patterns that make extreme weather more frequent and severe.

Climate change doesn't cause disasters directly, but it makes natural hazards like floods, heat waves, and droughts more frequent and intense, increasing risks for communities.

Activity:

“The Climate Domino Effect”

Participants: Senior Guides

Type: Compulsory

To visualize how climate change creates a chain reaction that leads to different types of disasters and affects communities.

1. Write each climate-related factor on separate cards or dominoes.
2. Arrange them in a line like a **domino chain**:
3. Rising Temperatures → Glaciers Melt → Floods → Crop Loss → Food Shortage → Health Issues
4. Ask participants to push the first domino (Rising Temperatures) and observe how all others fall — showing the chain effect of climate change.
5. Discuss how one small environmental change can lead to big impacts on people's lives.
6. Assign a climate impact to each group, ask them to make poster showing “domino chain” for that. Display your poster in your educational institution.



3.2 Reducing Vulnerabilities through Climate-Smart Practices

Participants: Junior Guides, Girl Guides, Senior Guides

Type: Compulsory

To help participants learn simple climate-smart actions that reduce vulnerabilities at home, school, and in the community.

A - Rainwater Harvesting

Introduce the concept of rain water harvesting, encourage guides to talk about it in their homes and communities.

B - Tree Planting & Kitchen Gardening

- Explain that trees provide shade, reduce heat, and prevent soil erosion.
- Discuss how home gardens can provide food and greenery.

- Each group plants a small sapling in a pot or recycled bottle.
- Groups name the plant and commit to taking care of it.

C - Energy Saving & Waste Reduction

- Turn off lights and fans when not needed.
- Reuse bottles, paper, and bags.
- Encourage composting food waste.

Eco-Habit Challenge:

- Groups create posters or short skits showing one eco-friendly habit (e.g., "Say no to plastic," "Save electricity").
- Display the posters or present the skits to others.

Activity:

Stay Cool Plan

Participants: Senior Guides

Type: Optional

- Begin with a short talk or question:
 - i. **“What happens during a heat wave?”**
 - ii. **“Who suffers the most — children, older persons, or outdoor workers?”**
 - iii. **“What can we do to stay safe?”**
 - iv. **Divide participants into small groups.**
 - v. Each group uses chart paper to **design a “Cool Zone”** for their school or community — a safe, shaded place for people to rest and cool down during a heat wave.

They should include elements like:

-  Trees or green shade areas
-  Water station or cooler
-  Shaded benches or rest spots
-  First aid box for emergencies
-  Awareness board with “Heat Safety Tips”
- Each group presents their “Stay Cool Plan” to others, explaining how their design helps protect people from heat stress.
- **Heat-Wave Preparedness**
- Drink more water during hot days.
- Rest in shaded areas.
- Wear light and breathable clothes.
- Set up “Cool Corners” in school/community with fans, plants, and drinking water.

Post the charts on the wall to inspire real-life “Cool Zone” initiatives in schools or communities.

Activity:

Poster Making

Participants: Girl Guides, Senior Guides

Type: Compulsory

Make a poster for raising awareness about prevention and treatment of heat stroke, floods, earthquake e.t.c. and display it.



4. Action Planning & Badge Assessment

Objective:

By the end of this session, participants will be able to:

- Recall key learnings about hazards, preparedness, response and resilience.
- Link Disaster Risk Reduction (DRR) with Girl Guide values of service, leadership, and community.
- Understand the process of earning and displaying the DRR badge.
- Develop a personal and community action plan to promote disaster resilience.
- Design and implement community engagement activities such as awareness campaigns, public pledges, and outreach through media to strengthen local preparedness and advocacy.



4.1 Recap of Key Learnings

Activity:

Our Stories, Our Strengths

Participants: Girl Guides, Senior Guides

Type: Compulsory

- Divide the girls into small groups. Give each group a scenario card with a real-life disaster story from Pakistan (e.g., the 2010 floods, the 2005 earthquake, a heat wave in Karachi, a recent monsoon in a rural area).
- Ask them to discuss how the disaster might affect girls and women differently than boys and men. For example, discuss challenges related to mobility, menstrual hygiene, or safety in temporary shelters. Then, ask them to brainstorm and present the unique strengths and roles women and girls had in those situations (e.g., organizing community kitchens, providing first aid, caring for younger children).

Scenario Card 1: The 2005 Kashmir Earthquake

- You are a teenager in a remote village in Azad Jammu and Kashmir on October 8, 2005. The ground begins to shake violently, and within minutes, most of the buildings in your village are destroyed. Communication lines are down, and roads are blocked by landslides. It is a cold season, and many people are trapped under the rubble.

Questions for discussion:

1. What would be your first instinct in this moment?
2. How would you help your neighbors and family, even without any formal training?
3. What lessons could your community learn from this disaster to be better prepared for the future?



Scenario Card 2: The 2010 Floods in Sindh (Answer Key attached in Annexure)

- You are part of a family living in a small village in rural Sindh. The monsoon rains have been relentless, and the Indus River has overflowed its banks. Your home is now submerged under several feet of water. You and your family had to evacuate to a temporary relief camp on higher ground. The camp is crowded, and resources are limited.

Questions for discussion:

1. What immediate challenges would you face in the relief camp?
2. How could the women and girls in your family and community support each other and other families in the camp?
3. What skills or knowledge would be most useful for surviving and helping others in this situation?

Scenario Card 3: The 2015 Karachi Heat wave

- It is the month of Ramadan in June 2015, and a severe heat wave has hit Karachi. Temperatures are soaring, and the power outages are frequent and long-lasting. Many people, especially the older persons and children, are becoming sick due to heatstroke and dehydration. You live in a densely populated neighborhood with little access to clean, cool water.

Questions for discussion:

1. What are some practical things you could do to keep yourself and your family safe from the heat?
2. How could you and your friends help those in your neighborhood who are most vulnerable to the heat?
3. What role could community leaders play in getting help and resources to people?

Scenario Card 4: Recent (2025) Monsoon Rains in (Punjab/Urban Areas)

- Your family relies on farming in a small village in Punjab. Heavy and unexpected monsoon rains have washed away your crops and livestock, which is your main source of income. The roads are flooded, making it difficult for aid to reach your village. Food and clean water are becoming scarce.

Questions for discussion:

1. How would your family manage without its primary source of income?
2. What non-traditional skills could you use to help your family and community during this time?
3. How could you and other young people advocate for help and resources from outside your village?



Scenario Card 5: The 2025 Floods in Khyber Pakhtunkhwa

- You are a university student living in a hostel in Swat Valley. Flash floods have swept through the area, damaging the main bridge that connects your town to the rest of the country. Many students are now stranded. While your hostel building is safe, the local community outside is suffering, with homes and businesses destroyed.

Questions for discussion:

1. How could you and your fellow students organize to help the local community?
2. What are the benefits of helping a community that is not your own, and what are the challenges?
3. How could technology (like mobile phones) be used to coordinate help and share information?

Scenario Card 6: Landslide in the Gilgit-Baltistan

- You are a girl living in a mountainous village in Skardu. A heavy landslide has blocked the only road in and out of your village, cutting off supplies for several days. There is no electricity, and the nearest town is miles away on foot. Food is running low, and some people need urgent medical care.

Questions for discussion:

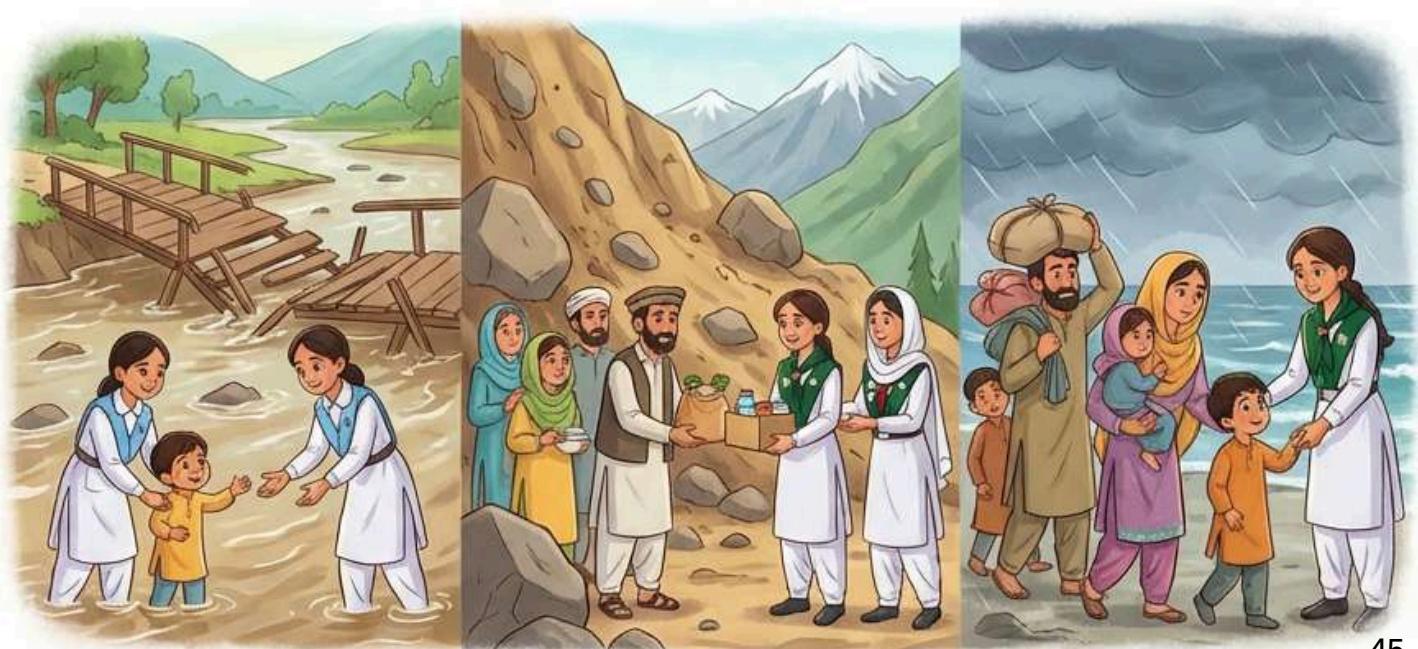
1. What are some ways your community could conserve resources and share what little you have?
2. How can you help manage the emotional and mental stress of being cut off from the outside world?
3. What skills might you have, or could learn quickly, to help your community in this isolation?

Scenario Card 7: The Cyclone in Coastal Sindh

- A powerful cyclone has been predicted to hit the coastal areas of Sindh. The government has issued an evacuation order for your village. Some families are reluctant to leave their homes and belongings. You and your family decide to evacuate and have to choose what few essential items to take with you.

Questions for discussion:

1. How would you convince a neighbor or friend to evacuate, and what would you tell them?
2. What would you prioritize taking with you and why?
3. What is the importance of following official warnings, and what are the consequences of ignoring them?



4.2 A quick review of what participants have learned in previous sessions:

Activity:

Quiz

Participants: Girl Guides, Senior Guides

Type: Compulsory

Facilitate a short, fun quiz or game to reinforce learning and prepare for badge assessment.

Sample Quiz Questions

1. What does DRR stand for?

- a) Disaster Risk Reduction
- b) Disaster Rescue Response
- c) Disaster Recovery Routine

2. Which of these is a natural hazard?

- a) Flood
- b) Fire caused by short circuit
- c) Car accident

3. What should be in your Go-Bag?

- a) Toys
- b) Old newspapers
- c) Water bottle, first aid kit, flashlight

4. When an earthquake starts, what should you do first?

- a) Run outside immediately
- b) Drop, Cover, and Hold On
- c) Shout loudly

5. Who can help you make a Family Preparedness Plan?

- a) Only teachers
- b) Only friends
- c) Your parents or guardians

Sample Quiz Questions

6. What is the first step to reduce disaster risk?

- a) Know the hazards around you
- b) Wait for others to act
- c) Ignore small warnings

7. What should you do during a heat wave?

- a) Stay under the sun
- b) Drink plenty of water
- c) Avoid shade

8. What does resilience mean?

- a) Giving up quickly
- b) Bouncing back after difficulties
- c) Ignoring problems

9. Which Girl Guide value relates most to helping others after a disaster?

- a) Service
- b) Silence
- c) Study

10. How can you spread DRR awareness?

- a) By making posters or short messages
- b) By keeping it a secret
- c) By ignoring the topic



Activity:

The DRR Superhero Challenge

Participants: Junior Guides, Girl Guides

Type: Compulsory

- Ask the girls to draw or describe a "Disaster Superhero." This superhero's power is to help people prepare for and stay safe during disasters.
- Ask them to think about what the superhero's special tools are (e.g., a "Warning Wand," a "Safety Shield") and what their motto is.
- This activity helps them grasp the concept of taking initiative and being a leader.

Activity:

DRR Awareness Campaign

Participants: Senior Guides

Type: Compulsory

A: Sharing Safety Messages

- Design and disseminate posters, flyers, or info graphics that clearly communicate evacuation routes, emergency contact information, and key safety tips within educational institutions and surrounding communities.

B: Organize a Community Awareness Day

Participants: Senior Guides

Type: Optional

(Adapted from YUNGA DRR Badge Challenge)

1. Plan and organize a Community Awareness Day focused on Disaster Risk Reduction (DRR).
2. Select a theme such as earthquakes, floods, fires, heat waves, or general preparedness.
3. Prepare simple awareness materials like posters, banners, leaflets, and safety messages.

4. Include **demonstrations** such as:

- How to prepare an emergency kit
- Basic first aid
- Safe evacuation practices
- Early-warning signals and what to do

5. Conduct **interactive activities**:

- Quiz competitions
- Safety games
- Mock drills
- Role plays on disaster response

6. Involve **local authorities** (DDMA, rescue services, health workers, firefighters, and police) to share expert guidance.

7. Invite **parents, community elders, teachers, and students** to participate in awareness sessions.

8. Present **local disaster risks**, safe areas, and important emergency contact numbers.

9. Share information on **environmental protection**, such as tree planting, waste management, and water conservation.

10. Encourage community members to create **family emergency plans** and practice them.

11. Display **Girl Guides' contributions** in DRR, such as first aid, relief support, and awareness creation.

12. Evaluate the activity by asking participants what they learned and how they will apply it.

13. Prepare a short **report or reflection** to complete the DRR Badge requirement.



Activity:

Linking DRR to Girl Guide Values

Participants: Girl Guides and Senior Guides

Type: Optional

This activity helps participants understand how Disaster Risk Reduction (DRR) is connected to the values and principles of the Girl Guide Movement, such as service, responsibility, teamwork, and care for others.

1. Divide participants into small groups and discuss how Girl Guides can practice these values to reduce disaster risks at home, in school, and in their communities.
2. Encourage Guides to share practical examples, such as helping families prepare emergency plans, promoting safety awareness in schools, and supporting community preparedness activities.

Activity:

Safety Pledge Wall

Participants: Girl Guides, Senior Guides

Type: Optional

Objective:

To encourage families and community members to commit to disaster risk reduction action.

1. Set up a large board or wall in a school, mosque, or community hall.
2. Invite families or community members to write or draw one action they will take (e.g., clean drains, prepare an emergency kit, share NDMA alerts).
3. Display the wall publicly as a community commitment to safety.
4. Optional: Take photos and share on social media to inspire others.

Safety & Coordination:

- Get permission from school or community leaders.
- Ensure messages are positive and culturally appropriate.

Activity:

DRR Journal

Participants: Junior Guides, Girl Guides, And Senior Guides

Type: Compulsory

Each participant will:

Submit a “DRR Journal” for badge completion, which includes

- a. Family Preparedness Plan
- b. Go-Bag Checklist
- c. Personal or Community Action Plan

Take a Pledge to act as a DRR Champions in their community and school — promoting awareness and safety.

Further Reading & Resources

Global DRR Challenge Badge

<https://www.fao.org/yunga/resources/challenge-badges/drr/en/>

UNICEF DRR Page

<https://www.unicef.org/disaster-risk-reduction-and-recovery>

NDMA Official Website (Pakistan)

<https://ndma.gov.pk/>

Annexure: Key Safety Tips for Common Hazards (DRR – YUNGA)

| Hazard | Key Safety Tips |
|-----------------------------|---|
| Flood | <ul style="list-style-type: none"> Move to higher ground immediately. Avoid walking or playing in floodwater. Turn off electricity if safe to do so. Keep an emergency kit ready (water, torch, medicines). |
| Drought | <ul style="list-style-type: none"> Save water by using only what you need. Store clean drinking water safely. Avoid wasting water in daily routines. Plant and protect trees to prevent future droughts. |
| Heatwave | <ul style="list-style-type: none"> Stay indoors during peak heat hours. Drink plenty of clean water and ORS. Keep the body cool with wet cloths and shade. Check on elderly and children often. |
| Landslide | <ul style="list-style-type: none"> Stay away from steep slopes during heavy rain. Do not stand near loose rocks or cracked soil. Move to safer ground if you hear rumbling sounds. Keep emergency numbers handy and alert adults. |
| House Fire | <ul style="list-style-type: none"> Crawl low under smoke. Stop, Drop, and Roll if clothes catch fire. Go outside immediately and call for help. Keep matches and stoves away from children. |
| Earthquake | <ul style="list-style-type: none"> Drop, Cover, and Hold On. Stay away from windows and heavy objects. After shaking stops, move to open space. Do not use elevators. |
| Cyclone/Storm | <ul style="list-style-type: none"> Stay indoors and away from windows. Secure loose items outside the home. Keep emergency items ready (torch, radio, water). Follow warnings and evacuate when told. |
| Heavy Rain / Urban Flooding | <ul style="list-style-type: none"> Avoid drains and fast-moving water. Wear proper footwear to avoid slipping. Stay indoors during lightning. Do not touch electrical items with wet hands. |
| Electrical Fire | <ul style="list-style-type: none"> Switch off the main power if safe. Do not use water on electrical fires. Call emergency services immediately. Keep wires/plugs in good condition. |
| Road Accident Risk | <ul style="list-style-type: none"> Walk on the side of the road. Use zebra crossings when possible. Stay alert; avoid using mobile phones while walking. Wear visible clothing at night. |

School Safety Plans & Mock Drills (Annexure for Trainers)

School Safety Plan

To ensure that every school is prepared to respond effectively to emergencies and disasters, minimizing risks to students, teachers, and school property.

What is a School Safety Plan?

A School Safety Plan is a practical document developed by the school community — including the principal, teachers, students, and School Safety Management Committee.

School Safety plans should explicitly address disability-related needs, including accessible transport, medical support, and psychosocial assistance.

(SSMC)/Parent-Teacher Association (PTA) — To identify hazards, assign roles, and outline steps for safety, preparedness, and emergency response.

It serves as a guidebook for action before, during, and after any emergency such as an earthquake, fire, flood, or other hazards.

Key Components of a School Safety Plan:

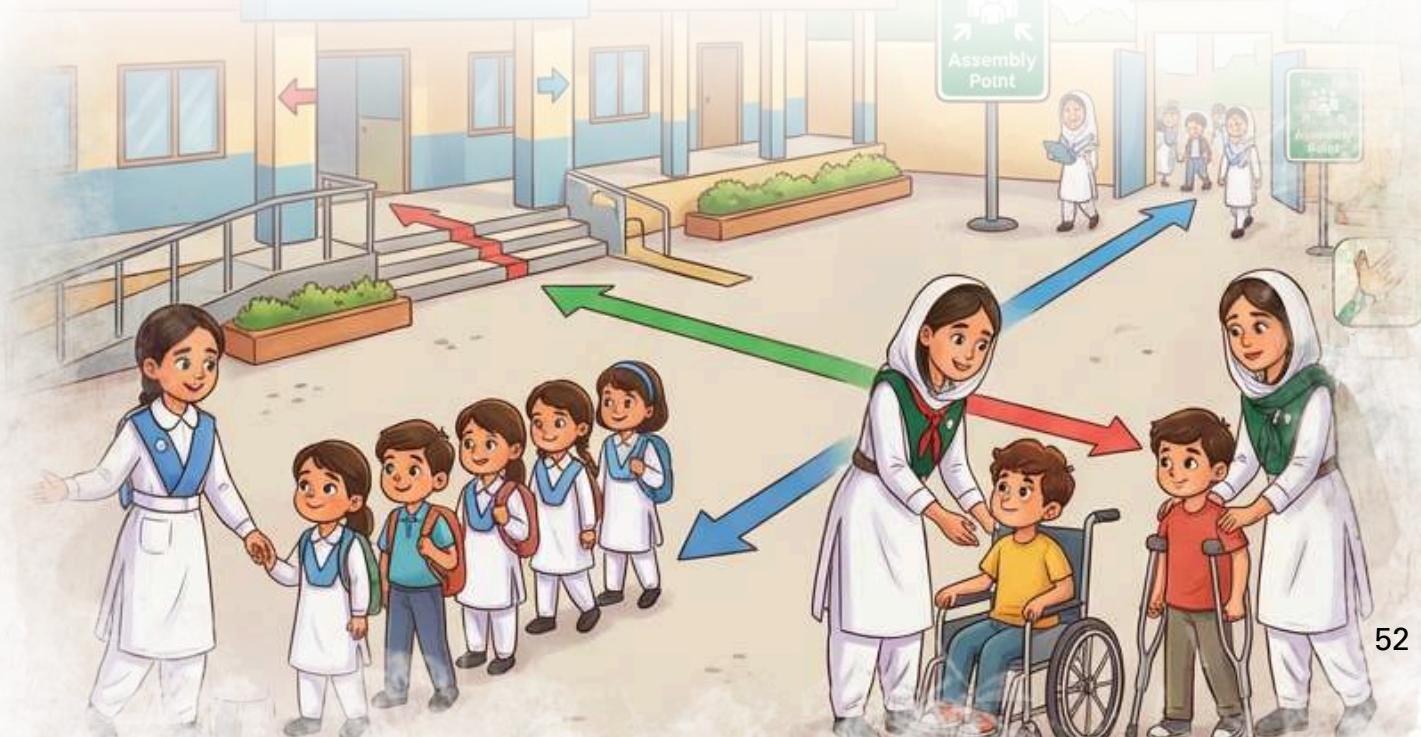
Hazard Identification:

Mapping out potential risks within and around the school (e.g., weak walls, open electric wires, blocked exits, nearby water bodies).

Evacuation Routes and Safe Zones:

Clearly marked escape routes and assembly points where students and staff gather safely during emergencies.

Evacuation routes consider disability accessibility (ramps, wide exits), inclusive communication tools (visual aids, sign language, and simple language).



Roles and Responsibilities:

Each member of the school community has an assigned role:

- a. Principal: Overall coordination and communication with authorities
- b. Teachers: Lead student groups during evacuation
- c. SSMC/PTA: Support logistics, first aid, and parent communication
- d. Students: Follow instructions, assist peers, and maintain discipline
- e. Specific helpers (students) to assist children with disabilities. These helpers should be trained in safe lifting techniques, guiding visually impaired students, and using assistive devices.

• Emergency Contacts and Communication:

A list of key contacts — local emergency services, hospitals, rescue centers, and parent representatives — displayed visibly in school.

- **Emergency Supplies:** Basic first aid kits, water, flashlight, and emergency contact charts available in each classroom or central location.
- **Mock Drills and Training:** Regular earthquake, fire, and evacuation drills conducted with participation from students, teachers, and SSMC/PTA members to ensure everyone knows what to do, how to contact the local emergency services and how to efficiently use emergency supplies.
- **Inclusive and Safe Practices:** Ensuring special attention for younger children, girls, and students with disabilities during any emergency.

Why It Matters:

A well-prepared School Safety Plan:

- 1. Builds a culture of safety and preparedness.
- 2. Reduces panic and confusion during real emergencies.
- 3. Empowers students — especially Girl Guides — to take active roles as safety champions.
- 4. Strengthens coordination between school management, parents, and the community.

Schools are safe learning spaces, but during disasters, students must know:

- **Where to go and what to do?**
- **Who leads the evacuation?**
- **Where first aid kits and fire extinguishers are kept?**
- **How to use the first aid kits and fire extinguishers effectively?**

Mock drills teach preparedness in real-life situations.



DRR Journal Template



DRR Journal Template

Name of Participant: _____

Unit/School: _____

Trainer's Name: _____

Date: _____

1. My Hazard Map

| Location / Area | Possible Hazard | What can happen | What can be done to reduce risk |
|-------------------|-----------------|-----------------|--|
| Home kitchen | Fire | Burns, smoke | Keep fire extinguisher, turn off stove after use |
| School playground | Heatwave | Dehydration | Plant trees, keep water available |
| Community area | Flood | Property damage | Clean drains, avoid littering |

(Participants can draw or paste their hazard map on the next page.)

2. My Family Preparedness Plan

Steps to keep my family safe before, during, and after a disaster.

| Preparedness Area | My Family's Plan |
|--------------------------------------|------------------|
| Emergency contacts | _____ |
| Safe meeting place | _____ |
| Important documents kept safely | Yes / No |
| Emergency numbers written near phone | Yes / No |

3. My Go-Bag Checklist

| Item | Included (✓) | Remarks |
|------------------------------|--------------------------|---------|
| Water bottle | <input type="checkbox"/> | _____ |
| First aid kit | <input type="checkbox"/> | _____ |
| Torch and batteries | <input type="checkbox"/> | _____ |
| Whistle | <input type="checkbox"/> | _____ |
| Important documents (copies) | <input type="checkbox"/> | _____ |
| Snacks/dry food | <input type="checkbox"/> | _____ |
| Extra clothes | <input type="checkbox"/> | _____ |

4. My Personal or Community Action Plan

Three actions I will take to reduce disaster risk in my home, school, or community.

| Action | Where will I do it? | When will I do it? | Who will help me? |
|--------|---------------------|--------------------|-------------------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

5. My Pledge

Pledge as a DRR Ambassador

👉 I pledge to share what I have learned and take action to make my home, school, and community safer.

Signature: _____

Date: _____

PAK NDMA DISASTER ALERT APP



*Available on: Google Play Store & Apple Store

Pak NDMA Disaster Alert – Mobile App

Stay informed – Stay safe with the NDMA mobile app at your fingertips

Introducing the official **National Disaster Management Authority (NDMA) mobile application**, designed to provide essential early warnings and advisories directly to user's devices. Developed by NDMA, this app aims to empower individuals and communities with vital information to effectively prepare for and respond to potential disasters.

Designed by:





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