Tilly Smith, an ordinary 10-year-old British girl, was interested in many things around her. On December 26, 2004, over 270,000 people across Asia were killed when an Indian Ocean tsunami hit the Indian Ocean coast.

When the tsunami occurred, Tilly and her family were enjoying their beach vacation in Phuket, Thailand. Tilly was able to save more than 100 people’s lives from the tsunami with her quick action, while numerous regions in Phuket were devastated.

How could Tilly save so many people’s lives including herself and her family? Because of her geography teacher from whom Tilly had learned about the signs of tsunami and how to respond just two weeks earlier.

Other people on the beach couldn’t recognize the signs of tsunami, whereas Tilly could because of the education she had received in school.

I learned about tsunamis in my geography class, and how it looks the exact same as the froth you get on a beer.

Tilly said the real hero who saved her and her family was the geography teacher.

- Interview with Andrew Kearney, Tilly Smith’s geography teacher

A 10-year-old saved over 100 people during the 2004 Tsunami in Asia!

The power of education is the difference between life and death in this case, and there is nothing to substitute it for. People can have power to save their lives with education.

I interviewed Tilly Smith, the real hero who saved 100 people during the 2004 Tsunami in Asia. Here is her story.

UNDRR ONEA & GETI

In 2010, the UNDRR Office in Incheon for Northeast Asia (ONEA) and Global Education and Training Institute (GETI) was established to develop a new cadre of professionals in disaster risk reduction and climate change adaptation to build disaster resilient societies. ONEA supports five countries: Republic of Korea, China, Japan, Mongolia and DPR Korea specifically to reduce disaster loss and risk and to ensure Sendai Framework for Disaster Risk Reduction 2015-2030 implementation. GETI has a global mandate to provide capacity building support to mainstream disaster risk reduction and climate change adaptation into sustainable development; convene and support inter-city learning to strengthen resilience; and to provide capacity building and best practice sharing support to national training institutions working on resilience issues. Based in Incheon, the Republic of Korea, UNDRR ONEA & GETI is also the global secretariat of the Making Cities Resilient 2030 (MCR2030).

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Tilly Smith

Her name is Tilly Smith and I learned how to detect tsunami: last before going on holiday

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UNDRR

UNDRR (formerly UNISDR) is the United Nations focal point for disaster risk reduction. UNDRR oversees the implementation of the Sendai Framework for Disaster Risk Reduction 2015-2030, supporting countries in its implementation, monitoring and sharing what works in reducing existing risk and preventing the creation of new risk. UNDRR brings governments, partners and communities together to reduce disaster risk and losses to ensure a safer, more sustainable future.

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Riskland, a board game for DRR education co-created by UNDRR and UNICEF, is used in schools all around the world in more than twenty languages. Students can learn how to reduce and prevent disaster risks through playing the game.

Students can identify the hazards around their school and home so that they can assess the possibility of each hazard to become a disaster. At the end of the activity, students discuss and present “the extent to which” their school and home are prepared.

The materials used in this group activity are adapted from the International Federation of Red Cross and Red Crescent Societies (IFRC).

Students can review what they have learned by completing a blank bingo card with DRR related words introduced through the programme.

Korean School Safety Programme with UNDRR Incheon Office Educational Materials

RISKLAND
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HAZARD BINGO
Students can review what they have learned by completing a blank bingo card with DRR related words introduced through the programme.

HAZARD HUNT
Students can identify the hazards around their school and home so that they can assess the possibility of each hazard to become a disaster. At the end of the activity, students discuss and present “the extent to which” their school and home are prepared.

The materials used in this group activity are adapted from the International Federation of Red Cross and Red Crescent Societies (IFRC).

Non-structural Risk Assessment
Students discuss, assess and present the disaster risks existing in their school and their roles to reduce these disaster risks.

The materials used in this group activity are adapted from the International Federation of Red Cross and Red Crescent Societies (IFRC).