



UNDRR SCHOOL SAFETY PROGRAMME

- STEP 2,3 -

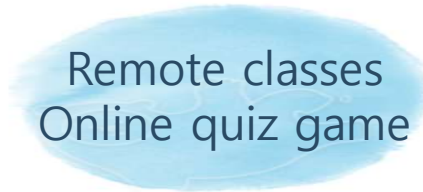
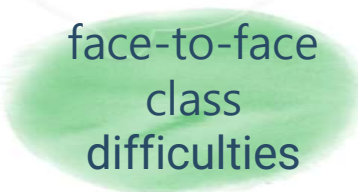
INCHEON METROPOLITAN CITY AN, SUNG-
AH

HISTORY OF SCHOOL SAFETY PROGRAMME

- ❖ 1999 : Establishment of UNDRR
- ❖ 2004 : UNDRR and UNICEF Developed a Risk Land for Board Game for Disaster Prevention Education
- ❖ 2010 : NDRR ONEA & GETI Established in Incheon City, Republic of Korea
- ❖ 2016 : UNDRR–Ministry of Interior and Safety – Incheon City Developed School Safety Program and Introduced to Children disaster safety training.
- ❖ 2020 : UNDRR launched a grant to the Citizen’ s Coalition for Safe Life Practice
- ❖ 2022 : UNDRR piloted the school safety program STEP2 and 3

UNDRR SCHOOL SAFETY PROGRAMME 2020,2021

- ❖ in 2020, 33 schools / 146 times / 2,783 education (1.5 months)
- ❖ in 2021, 77 schools / 279 times / 6,029 education (3 months)



UNDRR SCHOOL SAFETY PROGRAMME 2022

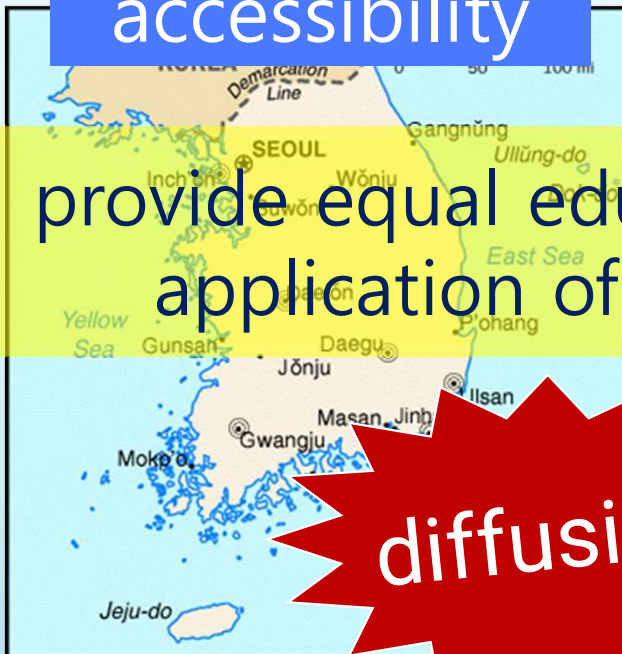
❖ in 2022, 130 schools / 410 times / 6,600 students

accessibility

opportunity

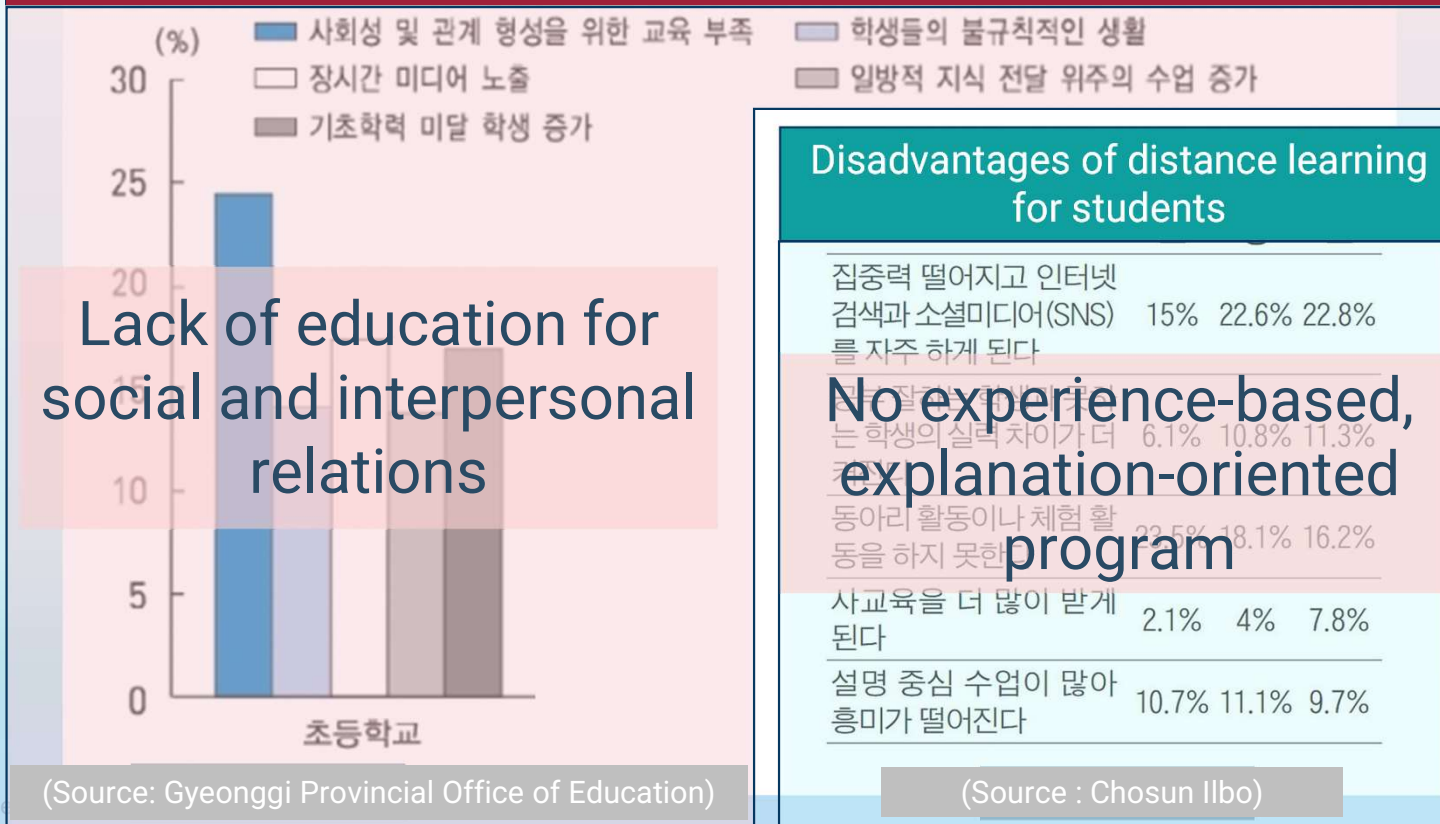
provide equal educational opportunities & application of science and technology

diffusion



Limitations of Remote Learning

Challenges for distance learning for elementary, middle, and high school teachers in Gyeonggi-do (2020. 6.)



Development of new training module for School Safety Programme



School Safety Programme - Expert Group Meeting

Applying program to reality and practice

Sharing experiences and increasing awareness

Restoring social and Interpersonal relations

Improving safety awareness

Experience new educational methods

Enhanced School Safety Programme



STEP 1

Learning

- Understanding Disaster Risk Reduction & Resilience
- The story of Tilly Smith
- Risk land Game
- Hazard bingo

Understanding of DRR & Resilience

STEP 2

Practice



- Sharing disaster experiences at home
- Creating a hazard map and guide of disaster prevention, preparedness and reduction
- Making an action plan

Disaster prevention

STEP 3

Sharing



- School introduction, sharing local environment
- Announcing the results of disaster risk reduction practice
- Q & A

Promoting and Sharing

Operational Process in 2022

1 program development

Step1(2hours), Step2(3~4hours), Step3(2hours)

2 Step2 Domestic

Buin Elementary School(Gyeonggi), Dochon Elementary School (Kangwondo), Yonghyunnam Elementary School(Incheon)

3 Step3 Domestic

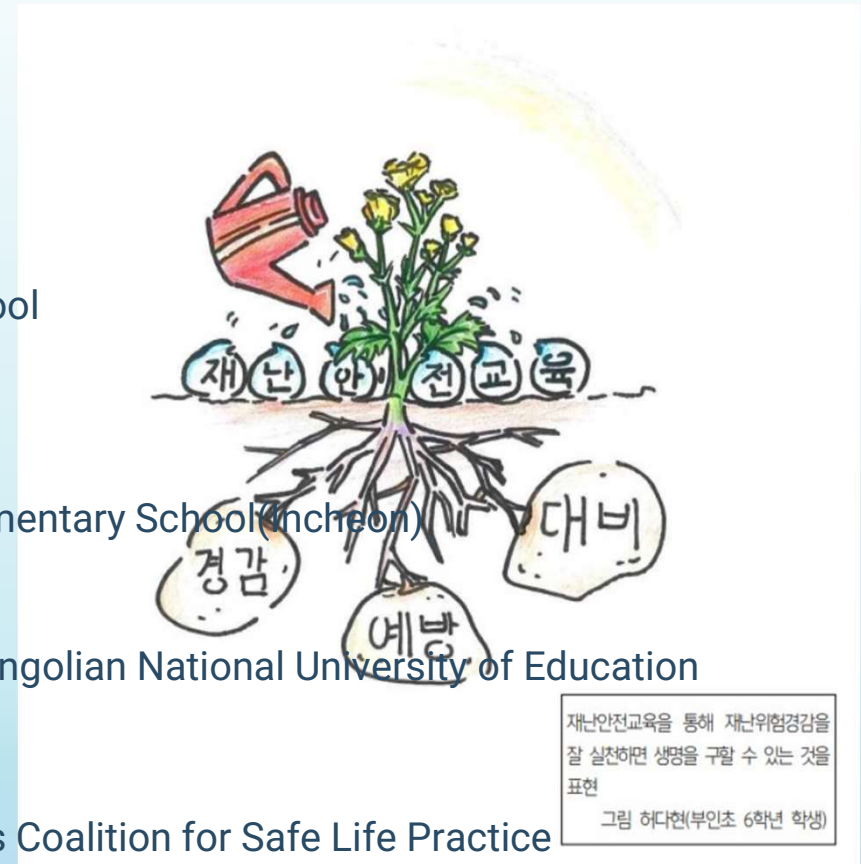
Dochon Elementary School(Kangwondo), Yonghyunnam Elementary School(Incheon)

4 Step3 International

Buin Elementary School(Gyeonggi), Secondary School of Mongolian National University of Education

5 Project Reflection

UNDRR, Ministry of Interior and Safety, Incheon City, Citizen's Coalition for Safe Life Practice



Survey Results After Conducting Step 1

Step 1 Evaluation Sheet: Activity Review and Evaluation

step 1 평가지	활동 소감 및 평가	날짜	
배우고 실천하고 나누며 재난에 미리 알아날라		이름	

【수업을 되돌아보며】

이미 알고 있었던 내용	새롭게 알게 된 내용	더 알고 싶은 내용

【학습 소감】 오늘 공부한 내용에 대한 느낀 점을 자유롭게 써 봅시다.

Student Commentary on Step 1

Question	Answer of Students
What you already knew	Definition of Disaster, Classification of hazards
	How to deal with the hazards
	Human being responsible for the flood
New information	The exact meaning of several words
	The name of the typhoon
	Difference between hazards and disasters
	Types of hazards caused by human and nature
What more do you want to know	How to evacuate in case of a disaster (fire, tsunami)
	Hazards, Forewarning phenomenon, Video class

Survey Results on Step 1

Contents	Number
It's fun. (I found out that I didn't know)	7
It's easy to understand.	2
It's boring. (Everyone knows)	2
It was good to learn how to reduce disasters and hazards.	9
It's getting harder at first, and easier to understand through games.	5
I'm not afraid of the disaster.	1
I liked the new content more than the games.	1
계	26

Survey Results After Conducting Step 1

Learning Contents

No.	Contents	Results
1	I can distinguish between disaster and hazards.	☆☆☆☆☆
2	I can see why vulnerabilities appear in hazards.	☆☆☆☆☆
3	I can say disaster prevention measures in various situations.	☆☆☆☆☆

Learning Methods

No.	Contents	Results
1	The teacher's explanation is easy to understand.	☆☆☆☆☆
2	I can better understand disaster risk reduction through games.	☆☆☆☆☆

Learning Tools

No.	Contents	Results
1	The data used in the PPT and the Tilly Smith video are suitable for understanding the contents of the class.	☆☆☆☆☆
2	Game tools help you understand how to reduce and prevent disaster risks.	☆☆☆☆☆



No.	Learning Contents			Learning Methods		Learning Tools	
	1	2	3	1	2	1	2
Average	4.54	3.62	4.04	4.38	4.04	4.08	3.58

Reflect in Step 2

- Understanding the implications of vulnerabilities
- Find ways to reduce disaster risk by yourself

Contents of Implementation on Step2

1

Sharing disaster experiences
(Home Linked Learning)

3

Creating our local Guide to
Disaster Prevention, Preparation,
Reduction measures

Practice of Disaster prevention

2

Creating our local hazard map
(Checking Vulnerability)

4

Making an action plan of
disaster risk reduction and
Implementing

Step2 : 1. Sharing disaster experiences

1

Sharing disaster experiences
(Home Linked Learning)

Pre-home learning →

Pre-group Learning →

Pre-personal learning →

활동지 1	우리 지역 위험요인과 취약성 알아보기 (가정연계학습)	기간	
배우고 실천하고 나누고 재난에 미리 대비하기		이름	

【가족과 함께하기】

- ① 가족에게 재난 관련 용어 설명해 주기
 - 위험요인 : 지진, 태풍, 화산폭발, 홍수, 환경오염, 산업현장에서 일어나는 사고 등 미리 대비하지 않으면 생명과 재산, 환경에 피해를 줄 수 있는 것
 - 취약성 : 위험요인으로 인해 더 쉽게 피해를 겪게 되는 상황
 - 재난 : 위험요인으로 인해 생명, 재산, 환경, 생계 수단에 피해가 발생한 경우
- ② 가족들의 재난 경험 이야기 나누기

【모듬 친구들과 함께하기】 ※저학년이라면 범위를 우리 학교로 하는 것이 효과적임

우리 지역의 위험요인	위치	왜 위험하다고 생각하나요?

【집중탐구】

※위에서 적은 위험요인 중 한 가지를 골라 그 위험요인으로 인해 더 쉽게 피해를 겪게 되는 사람이 누구인지 무엇 때문인지 살펴봅시다.

위험요인	→	취약한 사람	
		이유	

Step2 : Creating our local hazard map

2

Creating our local hazard map
(Checking Vulnerability)

01

Exploring the characteristics of our region (using tablets pc)

02

Creating our local hazard card

03

Putting the hazard cards on our local map

04

Checking vulnerabilities based on the hazards

Can be transformed into a school hazard map

Step2 : Creating our local hazard map



"The sidewalk block is broken"



Step2 : Creating our local hazard map



Exploring our region



Step2 : Creating our local hazard map

이학실 (제합실) (3, 4, 6 학년)	서고 및 자료실	5층		음악실	급수실	계단	남자 화장실	여자 화장실	4면 구실	5면 구실		
	이학실 (5학년)	계단	다목적실		6-1반	6-2반	6-3반	5-1반	계단	5-2반		
발과루3	학생 자치회실	4층		컴퓨터실2	계단	남자 화장실	여자 화장실	4면 구실	3면 구실			
발과루2	예합실	계단	3-1반	3-2반	3-3반	4-1반	4-2반	4-3반	계단	발과루1		
자료실 (장고형)	자료실1 (체육용품)	3층		컴퓨터실1	급수실	계단	남자 화장실	여자 화장실	4면 구실	1면 구실		
학부요리실	창제실	계단	1-1반	1-2반	1-3반	2-1반	2-2반	2-3반	체육실	계단	영어실 유체 공간	
특수지원실	원우실	2층		과학실1 (3,4과학)/ 생명과학	계단	남자 화장실	여자 화장실	영양교육실				
요동 특수학급 (다동반)	방송실	계단	도시실		과학실2 (5,6과학)	과학실	전선실	교장실	교무실	계단	Wee클래스	
체육자료	체육자료	1층		체육실	중수실	담뱃실	계단	남자 화장실	여자 화장실	급식 조리실		
체육자료	체육자료	1층		체육실	중수실	담뱃실	계단	남자 화장실	여자 화장실	급식 조리실		
제합공안제출	유치원	현관	유치원 특수학급	요동 특수학급 (공안반)	유계실	행정실	현관	보건실	보육실1 (아동반)	보육실2 (다동반)	현관	발과루연계형(다합계 공용)

Creating our school hazard map



배수관이 나뭇잎이나 쓰레기로 막혀있음

“The drainpipe is blocked with leaves or trash”

Step2 : Creating our local hazard map

Exploring our school



Step2 : 3. Creating our local Guide to Disaster Reduction Measures

3

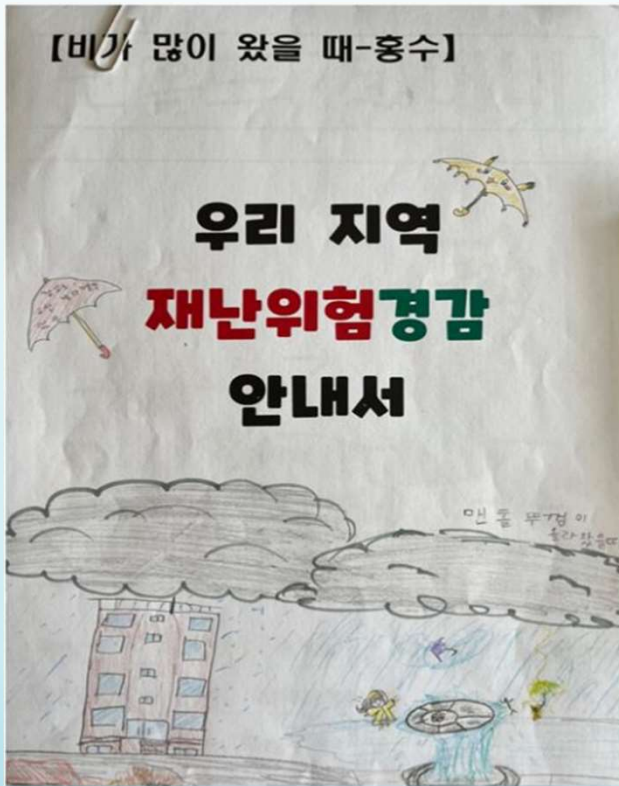
Creating our local Guide to Disaster Prevention, Preparedness, Reduction Measures



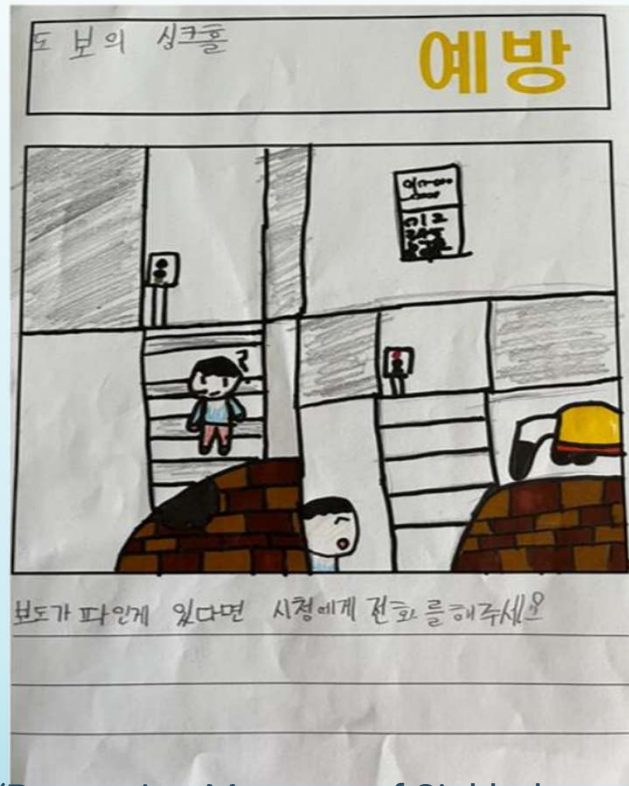
예방
“Prevention”



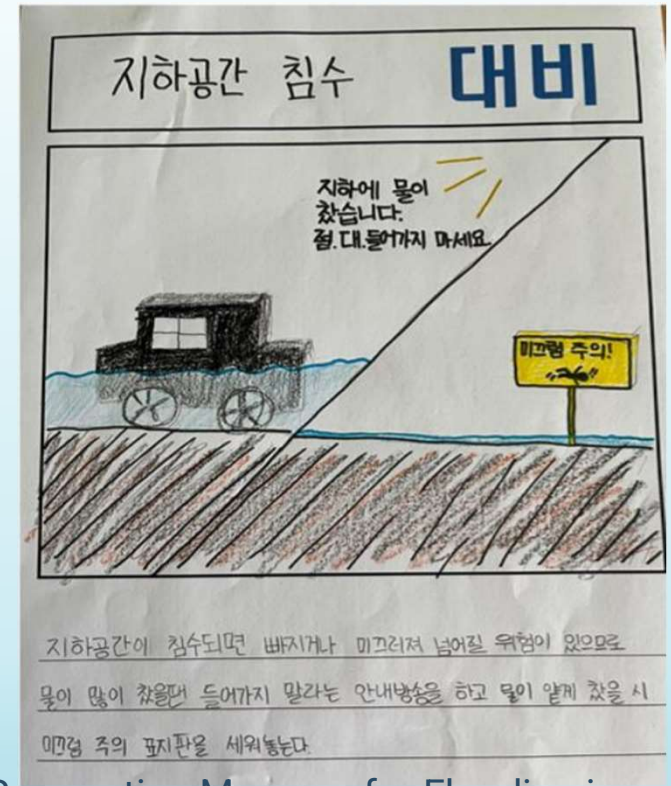
Step2 : 3. Creating our local Guide to Disaster Reduction Measures



“Our Local Guide of Disaster Risk Reduction Measures”



“Prevention Measure of Sinkholes on the Road - Call City Hall”



“Preparation Measure for Flooding in Underground Space - Pre-announcement”

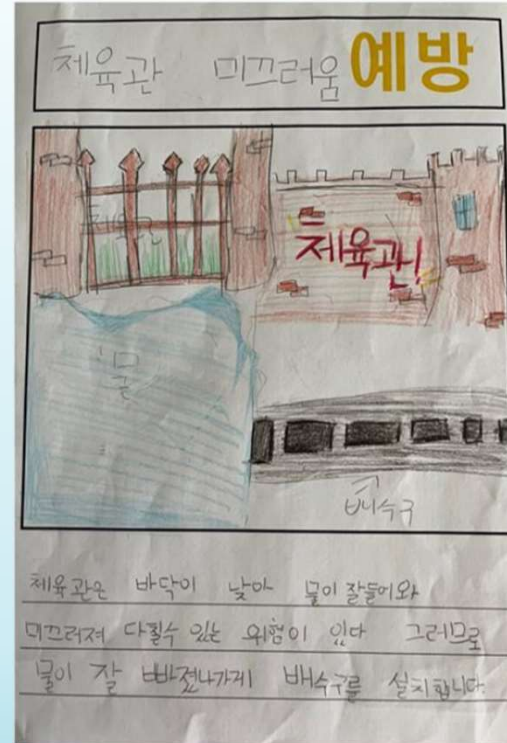
Step2 : 3. Creating our local Guide to Disaster Reduction Measures



“Our School Guide of Disaster Risk Reduction Measures”



“Reduction Measure of Drainage Waste – Cleaning”



“Prevention Measure of Gym slipperiness – Installation of drains”



“Preparation Measure of Stairway Slip - Warning signs”

Step2 : 4. Making an action plan of DRR and Implementing

4

Making an action plan of disaster risk reduction and Implementing

활동지 2	재난위험경감 실천 계획 세우기	기간	2022.5.1.~5.14
배우고 실천하고 나누어		이름	홍길동
내가 실천할 내용			
연계			
누구와 함께			
방법			
결과			



재난위험경감을 위한 대비


집중호우로 인한 지하시설 안전수칙

1. 지하공간(지하 주차장, 지하철, 지하상점) 바닥에 물이 조금이라도 차오르거나 하수구에서 물이 역류하면 즉시, 밖으로 나온다.
2. 지하철이나 지하상점을 이용할 경우 미리 대피로를 파악한다.
3. 집중호우 시 물이 지하로 흘러 들어가지 못하도록 하는 시설을 설치하도록 건의한다.

2

“Safety Rules for Underground Facilities Due to Heavy Rain”


Step2 : 4. Making an action plan of DRR and Implementing

활동지 2	
	저난위험감과 실천 계획 세우기
우리가 실천할 내용	연도에 있는 연못에 있는 수생 생물을 지키고자
연계	10월 4일
누구와 함께	우리 반 친구들과 함께
방법	<ul style="list-style-type: none"> ① 우리 지역 주변의 연못에 있는 것을 찾아본다. ② 연못의 상태를 알릴 수 있는 방법을 생각해 본다. ③ 경고판을 만들어 부착한다.



“A warning to watch out for manholes when it rains heavily”

Step2 : 4. Making an action plan of DRR and Implementing

활동지 2	
	재난위험감감 실천 계획 세우기
우리가 실천할 내용	학교 주변에 있는 배수로에 있는 이물질(나뭇잎, 쓰레기)을 제거하기 위해 정기적으로 청소하기
언제	수시로
누구와 함께	우리 안 친구들 함께
방법	<ol style="list-style-type: none"> ① 학교리입어 친구가 청소해야 할 경우 친구들에게 말한다. ② 도구를 준비해 청소를 구역을 정한다. ③ 청소를 한다.



“Installation and cleaning of drains”

Survey Results After Conducting Step 2

step 2 평가지	활동 소감 및 평가	날짜	
배우고 실천하고 나누며 재난에 대처해 나가자		이름	

【수업을 되돌아보며】

좋았던 점	힘들었던 점	더 해보고 싶은 활동

【학습 소감】 오늘 공부한 내용에 대한 느낀 점을 자유롭게 써 봅시다.

Step 2 Evaluation Sheet: Activity Review and Evaluation

Student Commentary on Step 2

Question	Answer of students
What was good about it	Become more aware of disasters and damage
	Many activities (group activities)
	It's fun. Moving places class
What was hard	Lots of activity (mapping, writing, finding hazards)
	Study for a long time. Study for too much detail
	We're running out of time. It's hard.
The activities I want to do more	Watching videos, movies, and experiencing disasters 10
	Learn more about disasters, How to deal with them, Examine hazards when traveling
	Survey of Jawoldo Island, Making a Guide
	Disaster games (Virtual Reality), Education

Survey Results on Step 2

Contents	Number
I want to see a movie about disasters	1
I am able to cope with disasters well.	4
I got to know Disaster Risk Reduction better	9
Various activities were interesting. I want to go to Mongolia.	12
계	26

Survey Results After Conducting Step 2

Learning Contents

No.	Contents	Result
1	I can find our local hazards and vulnerabilities	☆☆☆☆☆
2	I can suggest measures to reduce disaster risks in region.	☆☆☆☆☆
3	I can make a plan to practice disaster risk reduction measures.	☆☆☆☆☆



No.	Learning Contents			Learning Methods		Learning Tools
	1	2	3	1	2	1
Average	4.12	4.04	3.92	3.96	3.96	4.23



Through Step2 activities, I understand the vulnerability,
Through the activities of making guide,
I was able to understand how to reduce disaster risks

Learning Methods

No.	Contents	Result
1	Working with family and friends is helpful.	☆☆☆☆☆
2	It is necessary to prevent disaster safety to directly practice what is planned during class.	☆☆☆☆☆

Learning Tools

No.	Contents	Result
1	Our local hazards map and disaster risk reduction measures guide help prevent disasters.	☆☆☆☆☆

Contents of Implementation on Step3

1

Greeting,
Introducing school

3

Announcing the results of
disaster risk reduction practice

Sharing disaster risk reduction activities

2

Inform each other of the
local environment

4

Ask each other questions,
present what one's feelings

Step3 Domestics : Sharing disaster risk reduction activities

Dochon ES

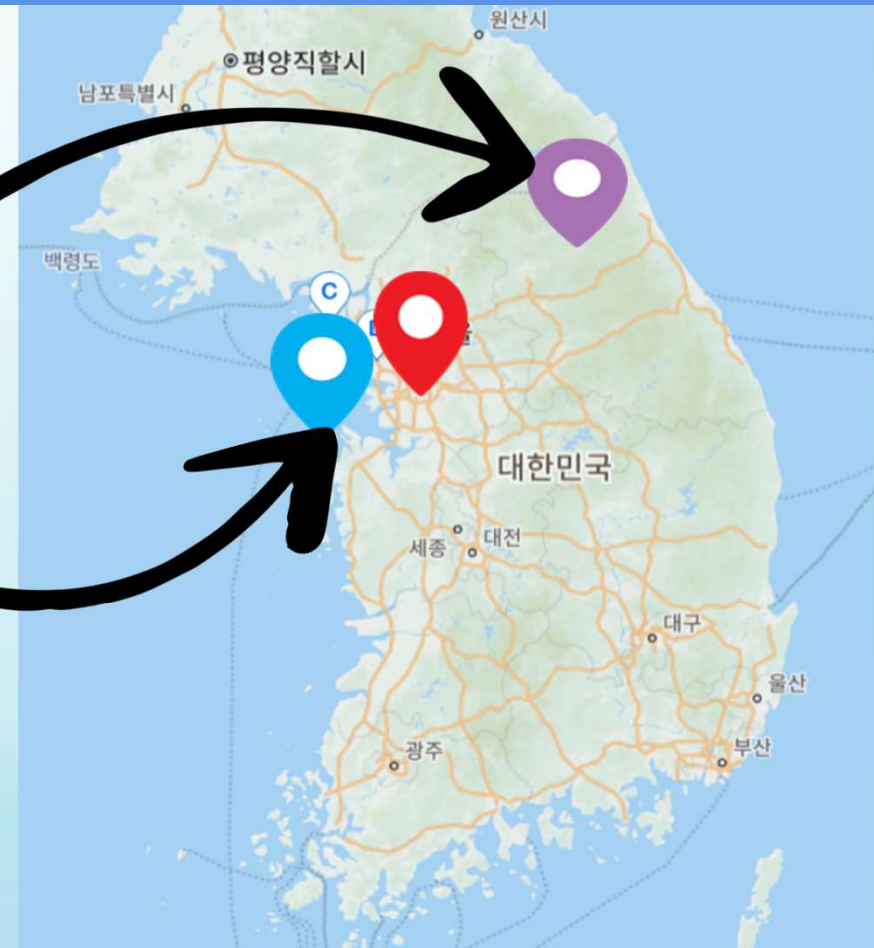
- Located in Kangwondo (mountain)
- Conduct Step 1 (Citizen's Coalition for Safe Life Practice) and Step 2 (Teacher in charge)

Yonghyunnam ES

- Located in Jawoldo Island, Incheon (island)
- Conduct Step 1 (Citizen's Coalition for Safe Life Practice) and Step 2 (Teacher in charge)

Sharing

- Live class in ZOOM
- Seoul Studio Connecting Two Schools



Step3 Domestic : Sharing disaster risk reduction activities

Announcement of Dochon Elementary School



Hazards map around Dochon Elementary School



Poster of Disaster Prevention Practice in School

Step3 International : Sharing Disaster Risk Reduction Activities



Buin Elementary School, Republic of Korea

Sharing
disaster
risk
reduction
activities



Secondary School of Mongolian national
university of Education, Mongolia

Step3 International : Sharing Disaster Risk Reduction Activities

Republic of Korea

- Buin Elementary School, Republic of Korea
- Conduct Step 1 (Citizen's Coalition for Safe Life Practice) and Step 2 (Teacher in charge)

Mongolia

- Secondary School of Mongolian national university of Education, Mongolia
- Conduct Step1(UNDRR),Step2(Teacher in charge)

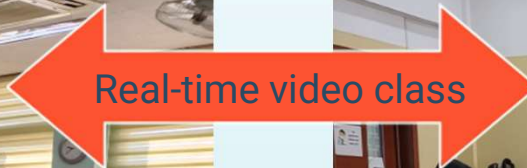
Sharing

- Live class in ZOOM
- Seoul Studio Connecting Two Schools



Step3 : Live class progressed on October 27, 2022

특히 Step 3 적용



Buin Elementary School, Republic of Korea

Secondary School of Mongolian National University of Education

Step3 : Live class progressed on October 27, 2022

특히 Step 3 적용



Seoul Studio

Survey Results After Conducting Step3

After finishing the project

- Survey Results on Step 3

Contents	Number
It was fun.	6
It was good to know Mongolian school	16
It was inconvenient to interpret simultaneously.	2
I could see the disaster in Mongolia.	2
계	26

- Change in thinking about disasters

Before		After	
Disaster that can not be avoidable	3	Disaster that can be reduced	2
There is no damage done to me.	3	There is a damage done to me too.	1
Disasters are dangerous.	3	Disasters are dangerous.	3
There is no danger if you prepare before a disaster occurs.	3	You have to be prepared for disaster.	9
Disasters vary from country to country.	2	The country is different, but the disaster is the same.	2
I don't really understand the concept of disaster.	10	Understand the concept of disaster exactly.	7
I don't know much about the disaster in Mongolia.	2	I learned a lot about the disaster in Mongolia.	2
	26		26

Survey Results After Conducting Step3

Survey Results for Step1 and Step2,3

No.	Contents	Result
1	I can understand the difference between disaster and hazard.	☆☆☆☆☆
2	I can understand the cause of vulnerability in hazard	☆☆☆☆☆
3	I can say disaster prevention measures in various situations.	☆☆☆☆☆

After step1 class

No.	Contents		
	1	2	3
Average	4.54	3.62	4.04

After step2,3 class

No.	Contents		
	1	2	3
Average	4.62	4.31	4.54

What to do in the future

Contents	Number
I will try to reduce disaster damage.	10
I want to know the disaster situation and the prevention measures continuously.	5
I will avoid dangerous places.	4
I will inform of people when there is a dangerous place or a disaster occurs.	3
I will overcome the disaster as I have learned.	4
	26

What we got after implementation of Step 2, 3

01

Students' interest in disasters increases (finding hazards in their lives)

02

Ability to plan and practice on their own based on an understanding of the importance of prevention

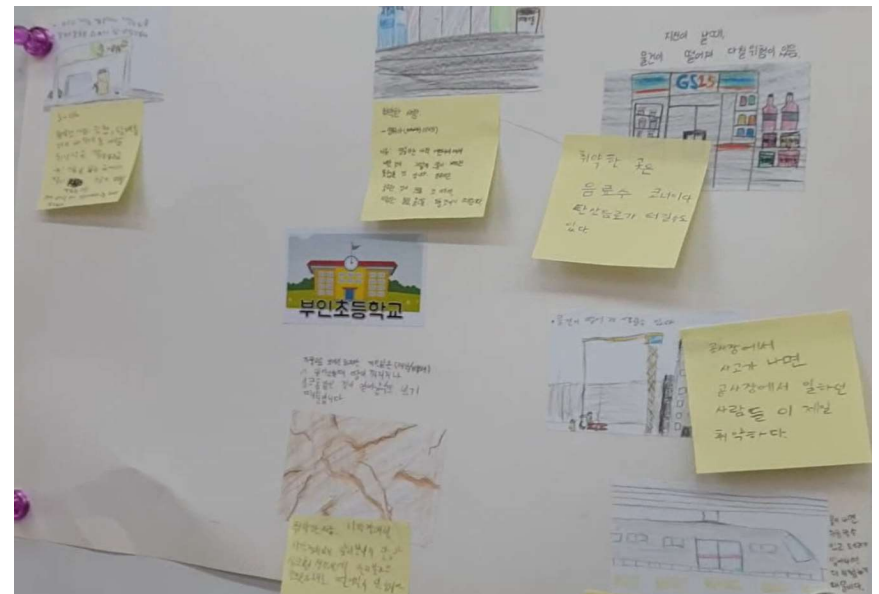
03

Understanding disasters in different environments by interacting with students in different regions (schools)

04

Demonstrate the possibility of expanding space for learning (learning beyond time and space)

UNDRR School Safety Programme Step2, 3



Photos on mapping hazards



Thank you

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- (Office ☎) 82.032.458.6554 Susan, An Sung-ah (E-Mail ✉) asa69@korea.kr

- ONEA