The sessions were defined based on the need analysis done within the scope of the action research. Each module consists of the collection of activities/workshops, instructions and context created by participants and trainers of EM-CITY Project.

Editor of the Module:

Project:

Project Number:

Funded by: Erasmus+ Programme

Partners:

   -

1. EM-CITY PROJECT

2. ACKNOWLEDGEMENTS

3. HOW TO USE EMCITY TRAINING MODULE?

4. Table of Contents

5. Evaluation

Training Plan	
Modules	**Duration**
1. **Getting to Know Each Other**	1 hour
2. **Introduction and Methodology**	1 hour
3. **Team Building**	1 hour
4. **Civil Protection**	4 hours
5. **Role of the Volunteer**	7 hours
6. **Cross Cultural Communication**	2 hours
6. **Reflection and Feedback**	2 hours
	18 hours

MODULE 1. GETTING TO KNOW EACH OTHER

Duration of Module: 1h

Aim of the Module is to give the trainers tools to encourage participants to engage in early conversations within their own comfort zones. This involves creating an environment where participants and trainers/facilitators interact and build trust, fostering engagement and interaction among everyone involved. These initial sessions aim to facilitate the development of rapport and establish a comfortable working relationship among participants.

Learning Objectives:

- Get to know each other
- Encourage interaction
- Get the group warmed up
- Create a positive learning environment
- Encourage open communication
- Have fun

Learning activities/teaching methods:

Energizers, ice breakers, games

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1.1 Getting to Know Each Other

1.1.1 Introduction and Objectives

The trainers/facilitators should begin by introducing themselves, sharing their background and experience in a concise manner. They should then provide an overview of the training, setting the stage for what participants can expect to learn and accomplish. This involves explaining the training's purpose, discussing the structure, agenda, and learning objectives, highlighting the benefits participants can gain, and addressing any logistical or administrative matters. Through this approach, the trainers/facilitators establish their credibility and enthusiasm, motivating participants and ensuring a smooth and engaging training experience. As part of this, a brief presentation or storytelling about the 'EM-CITY project' can be utilized, emphasizing its objectives, activities, and achieved results.

1.1.2 Icebreakers and Energizers

In this section, we can incorporate a range of icebreakers and energizers that participants can utilize to foster engagement and maintain a lively atmosphere. Icebreakers and energizers are interactive activities employed during training or workshops, but they serve distinct purposes:

Icebreakers are employed at the beginning of a session to help participants familiarize themselves with one another, develop a sense of comfort within the group, and break down initial barriers or resistance to participation. Their focus is on building rapport, fostering a positive ambiance, and establishing a sense of community among the participants.

Energizers, on the other hand, are utilized throughout the training or workshop to sustain participants' engagement, concentration, and vitality. They are designed to rejuvenate the mind, body, and spirit, instilling a sense of enthusiasm and motivation. Energizers often involve physical activity, playful elements, and interactive exercises such as games, challenges, and movement activities.
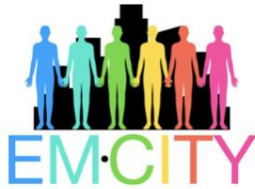
By incorporating both icebreakers and energizers, we can create an inclusive and dynamic learning environment that encourages active participation and maintains participants' energy and enthusiasm.

1.1.3 Self Introduction and Sharing

This section focuses on effective strategies for participants to introduce themselves and share information in a manner that cultivates connections with others. In an entrepreneurship training program, self-introduction and sharing activities serve the purpose of creating a supportive and secure learning environment where participants can connect, exchange experiences and ideas, and foster a sense of community. Encouraging participants to share their entrepreneurship-related experiences or ideas is crucial as it helps identify common themes, areas of interest, and highlights the diversity of perspectives within the group. Providing prompts or guiding questions can further facilitate deeper reflection on experiences and insights.

To ensure a positive environment, clear expectations and guidelines for sharing should be established. Emphasizing active listening, confidentiality, and respect for diverse perspectives and experiences helps create a safe and supportive space where participants feel comfortable expressing their thoughts and experiences. Additionally, collaboratively establishing rules during the training by engaging in a discussion with participants and documenting them for everyone to see throughout the training can be beneficial. It's important to note that in non-formal youth training, flexibility in the rules should be maintained. For example, rules regarding respecting training hours or refraining from eating in the class can be established.

Overall, incorporating self-introduction and sharing activities can significantly contribute to building connections, fostering collaboration, and facilitating meaningful learning in an entrepreneurship training program for young people.

1.1.4 Expectations, Contributions and Fears

The objective of this section is to guide participants in recognizing their individual expectations, potential contributions, as well as any fears or concerns they may have regarding the training or workshop. This activity aims to establish a secure and supportive learning environment, enhance participant engagement, and foster a sense of ownership in the training process.

Typically, participants are prompted to reflect on and share their expectations, contributions, and concerns related to the training topic or goals. This can be accomplished through written exercises, group discussions, or small group activities. Participants are encouraged to consider how they can actively contribute to the group's learning and growth, what they hope to achieve through the training, and any apprehensions or worries they may have about the process. The trainer or facilitator plays a pivotal role in guiding the discussion, promoting active listening, and fostering empathy among participants.

The outcomes of this activity encompass heightened self-awareness, a sense of investment and ownership in the training process, improved communication and collaboration among participants, and the cultivation of a positive and supportive learning environment. Furthermore, it enables the trainer or facilitator to tailor the training to meet participants' needs and expectations, and address any concerns or fears that might hinder their learning or engagement.

1.1.5 Understanding and Valuing Diversity

An integral component of the EMCITY project is the promotion of inclusion and diversity, with a specific focus on empowering young individuals from disadvantaged backgrounds to become interactive bridges in emergency management. Therefore, it is essential to allocate a portion of the training program to explore methods of celebrating and appreciating the diverse backgrounds and experiences within the group, while highlighting their potential contribution to fostering an inclusive and welcoming environment.

1.2 Examples of Activities/Techniques to be Used During the Sessions

Activity 1.1 Names and Gestures:

Aim of the activity/technique: The purpose of a name icebreaker in a training session is to facilitate the learning of participants' names and foster relationship building. By engaging in this activity, a more relaxed and amicable atmosphere is created, encouraging participants to feel at ease and receptive to the learning experience. Remembering and using someone's name is a fundamental aspect of establishing rapport, and a name icebreaker helps to dismantle barriers among participants, promoting communication throughout the training. Through the simple act of learning each other's names, participants begin to view one another as individuals rather than strangers attending the same session. This activity contributes to the development of an inclusive, interactive, and supportive learning

environment, ultimately enhancing the overall effectiveness of the training and promoting successful learning outcomes for all participants.

Duration: 10-15 minutes

Preparation/Materials/Equipment: No need

Outcomes of the activity:

Knowledge:

- Understanding the importance of building relationships and rapport in a training setting.
- Familiarity with the names of the participants attending the training.
- Awareness of the benefits of creating a relaxed and friendly atmosphere for learning.

Skills:

- Active listening skills to remember and retain participants' names.
- Communication skills to engage with others and address them by their names.
- Interpersonal skills to initiate conversations and establish connections with fellow participants.

Attitudes:

- Open-mindedness and willingness to participate in the name icebreaker activity.
- Respect for others and valuing the importance of remembering and using individuals' names.
- Positive attitude towards building relationships and creating a supportive learning environment.

Instructions/Suggestions for Trainers/Facilitators:

1. Gather the participants in a circle and explain the purpose of the activity: to create unique hand gestures that represent something about themselves and to learn each other's names in an engaging way.
2. Begin by demonstrating your own hand gesture and sharing something about yourself that it represents.
3. Give participants time to create their own hand gestures that reflect their interests, hobbies, or personality traits.
4. Instruct each participant to introduce themselves by stating their name and performing their hand gesture simultaneously. Encourage the rest of the group to repeat the name and gesture back.
5. Once everyone has introduced themselves, explain that you will play a game similar to "tag" where participants will repeat each other's names and gestures without any repeats.
6. Remind participants to pay attention and keep track of whose name and gesture have already been used.

7. Start the game by having one participant share their name and gesture, and then the next participant repeats the previous name and gesture before adding their own.
8. Continue the game in a clockwise or counterclockwise direction, with each participant repeating all the names and gestures before adding their own.
9. Monitor the game and provide assistance if needed. Consider ending the game when everyone has had a chance to participate or after a designated time limit.
10. After the game, discuss the experience and allow participants to share their thoughts or observations.
11. Explain how the hand gestures can be incorporated into the rest of the theater class, such as using them as a way to call on participants or discreetly get their attention.
12. Emphasize the importance of active participation and encourage participants to utilize the gestures in other theater games or activities throughout the training program.
13. Conclude the activity by expressing appreciation for everyone's involvement and willingness to share their gestures and names.

Activity 1.2 Interview Pairs

Aim of the activity/technique: The aim of the Interview Pairs activity is to facilitate meaningful conversations and interactions between participants, allowing them to get to know each other on a deeper level. By pairing participants and providing a structured interview format, the activity encourages active listening, empathy, and understanding.

Duration: 10-15 minutes

Preparation/Materials/Equipment: List of questions, papers, pen

Outcomes of the activity:

Knowledge:

- Increased understanding of different perspectives and life experiences: Through the interview process, participants have the opportunity to learn about the backgrounds, interests, and values of their partners, expanding their knowledge about diverse topics and experiences.
- Enhanced knowledge of effective communication: Engaging in meaningful conversations during the activity can help participants develop better communication skills, including active listening, asking thoughtful questions, and expressing themselves clearly.

Skills:

- Active listening: The activity promotes active listening as participants focus on their partners' responses, giving their full attention and demonstrating empathy and respect.
- Interviewing and questioning skills: Participants practice asking open-ended and engaging questions, honing their skills in interviewing and conversation facilitation.

- Empathy and understanding: By actively engaging with their partners' stories and experiences, participants develop empathy and understanding, which are valuable skills in building relationships and fostering a positive social environment.

Attitudes:

- Open-mindedness and appreciation of diversity: The activity encourages participants to embrace diverse perspectives and appreciate the uniqueness of others, fostering an open-minded and inclusive attitude.
- Respect and empathy: By actively listening and showing genuine interest in their partners' stories, participants develop a deeper sense of respect and empathy for others, promoting a positive and supportive attitude.
- Increased self-awareness: Through the process of asking and answering interview questions, participants may reflect on their own experiences, values, and aspirations, leading to greater self-awareness and personal growth.

Examples of questions to be used:

1. What is your favorite book or movie? Why do you enjoy it?
2. What is something you're really proud of accomplishing in your life?
3. Who has been a major influence or role model in your life? Why?
4. Can you share a significant life experience or a challenging situation you've faced? How did you overcome it?
5. What is your dream travel destination? Why does it appeal to you?
6. Is there a particular skill or talent you would like to develop or improve? Why?
7. If you could have dinner with any historical figure, who would it be and why?
8. Can you recall a time when you had to step out of your comfort zone? How did it impact you?
9. What is something you believe in strongly or a cause that you are passionate about?
10. If you could have one superpower, what would it be and how would you use it?

Instructions/Suggestions for Trainers-Facilitators:

1. Explain that the aim of the activity is to facilitate meaningful conversations and interactions between participants.
2. Randomly pair up participants, ensuring diversity in pairings.
3. Set ground rules for active listening, respect, and confidentiality.
4. Provide a list of interview questions or allow participants to add their own.
5. Instruct participants to take turns interviewing each other, with one person asking the questions and the other responding.
6. Encourage active listening and asking follow-up questions.
7. Set a time limit for each interview to ensure equal participation.
8. Facilitate a group discussion after the interviews for reflection and sharing insights.
9. Conclude by expressing gratitude and emphasizing the value of connecting with others and fostering empathy.

Activity 1.3 Human Bingo

Aim of the activity/technique: The aim of the Human Bingo game is to help participants get to know each other by finding individuals who match specific characteristics on a bingo card.

Duration: 15 minutes

Preparation/Materials/Equipment: Human Bingo Cards for each participant, pen/pencil.

Outcomes of the activity:
Knowledge:
- Increased knowledge of participants' names and characteristics: Through the game, participants learn the names, interests, and characteristics of their fellow participants, expanding their knowledge about their peers.
- Awareness of diversity: By interacting with a diverse group of individuals, participants gain knowledge and awareness of different backgrounds, interests, and perspectives.

Skills:
- Active listening: Participants practice active listening skills as they engage in conversations and try to find individuals who match specific characteristics on their bingo cards.
- Communication skills: The activity provides an opportunity for participants to improve their communication skills by asking questions, exchanging information, and expressing themselves clearly.
- Interpersonal skills: Participants develop interpersonal skills such as building rapport, initiating conversations, and engaging in positive interactions with others.

Attitudes:
- Open-mindedness and inclusivity: By playing the Human Bingo game, participants cultivate an open-minded attitude towards diverse characteristics and backgrounds, fostering inclusivity and acceptance.
- Connection and camaraderie: The activity promotes a positive attitude of connection and camaraderie among participants, encouraging them to support and appreciate one another.
- Willingness to engage: The Human Bingo activity encourages participants to actively engage with others, breaking down initial barriers and promoting a positive attitude towards collaboration and teamwork.

Instructions/Suggestions:
1. Explain the aim of the activity: to help participants get to know each other by finding individuals who match specific characteristics on a bingo card.
2. Distribute Human Bingo Cards and pens/pencils to each participant.
3. Instruct participants to mingle, engage in conversations, and find individuals who match the characteristics on their Bingo Cards.

4. Encourage participants to write the names of the matches in the corresponding squares on their cards.
5. Set a time limit of 15 minutes for the activity.
6. Gather participants for a brief group discussion after the activity to share experiences and reflections.
7. Thank participants for their participation and emphasize the value of building connections and fostering an inclusive environment.

Activity 1.4 Hot-air Balloon

Aim of the activity/technique: The aim of the Hot-air balloon game is to encourage participants to share their expectations, contributions, and fears related to the training or workshop

Duration: 20-30 minutes

Preparation/Materials/Equipment: Printed or drawn hot-air balloon in A3 size paper

Outcomes of the activity:
Knowledge:
- Increased awareness of individual expectations: Participants gain insights into their own expectations and objectives for the training or workshop.
- Understanding of shared contributions: The activity promotes knowledge of the various contributions participants can make to the overall learning experience.

Skills:
- Effective communication: Participants practice expressing their expectations, contributions, and fears, enhancing their communication skills.
- Active listening: By actively listening to each other's inputs, participants develop their ability to attentively receive and understand information.

Attitudes:
- Openness and collaboration: The activity encourages an open and collaborative attitude among participants as they share their thoughts and expectations.
- Support and empathy: Through sharing fears or concerns, participants foster an atmosphere of support and empathy, establishing a safe space for learning.
- Positive mindset: By voicing their expectations and contributions, participants cultivate a positive mindset towards the training or workshop, fostering enthusiasm and motivation.

Instructions/Suggestions:

1. Draw or print a picture of a hot-air balloon, and cut out several small balloons that will fit inside the larger balloon.
2. Ask participants to think about their expectations for the training, what they hope to contribute, and any fears they have.
3. Distribute the small balloons to the participants and ask them to write their expectations, contributions, or fears on the balloon.
4. Once everyone has written on their balloon, collect them and place them inside the large balloon.
5. Inflate the balloon and tie it closed.
6. Ask participants to take turns selecting a small balloon from inside the larger balloon and read aloud what is written on it. Then, they can share any thoughts or feelings they have about the expectation, contribution, or fear.
7. Encourage active listening and respectful dialogue as participants share and respond to each other's contributions.
8. The hot-air balloon activity can help create a safe and collaborative learning environment by allowing participants to express their expectations, contributions, and fears in a non-threatening and creative way. This activity also promotes active listening, empathy, and understanding among participants.

1.3 Useful links and resources

The trainers can find more activities and informatşon about non-formal training methods from the following links:

https://www.salto-youth.net/tools/toolbox/

https://symondsresearch.com/quick-icebreakers/ Access date: 13.04.2023

https://www.cleverism.com/10-ice-breaker-activities-meetings-training-team-building-sessions/ Access date: 13.04.2023

https://www.mindtools.com/a2dl2jd/ice-breakers Access date: 13.04.2023

https://www.mindtools.com/akp37i0/team-building-exercises-and-activities 28.04.2023

Tudor, S. L. (2013). Formal–non-formal–informal in education. Procedia-Social and Behavioral Sciences, 76, 821-826.

Gough, S., Walker, K., & Scott, W. (2001). Lifelong Learning: Towards a Theory of Practice for Formal and Non-formal Environmental Education and Training. Canadian Journal of Environmental Education, 6, 178-196.

Denkowska, S., Fijorek, K., & Węgrzyn, G. (2020). Formal and non-formal education and training as an instrument fostering innovation and competitiveness in EU member countries. Journal of Competitiveness, 12(3).

1. 4 Evaluation
https://forms.gle/UTLSx115Hx1N9yMTA

MODULE 2. INTRODUCTION and METHODOLOGY

Duration of Module: 1h

Aim of the Module: The aim of the module is to provide trainers with a clear understanding of the purpose and structure of the training program. Specifically, this section of the training module introduces trainers to the goals and objectives of the training, the target audience, and the expected outcomes. It also outlines the methodology and approach that will be used to deliver the training, including strategies, activities, and resources that will be utilized.

Learning Objectives:

1. understand the purpose and goals of the EM-CITY project, and how the training program fits into that framework.
2. identify the target audience for the training program, including their specific needs and challenges.
3. define the expected outcomes of the training program, including the knowledge, skills, and attitudes that young people should develop.
4. familiarize themselves with the teaching strategies, activities, and resources that will be used to deliver the training program.
5. develop an understanding of the assessment and evaluation methods that will be used to measure the success of the training program.
6. plan and prepare for the delivery of the training program in a way that is engaging, effective, and tailored to the needs of the target audience.

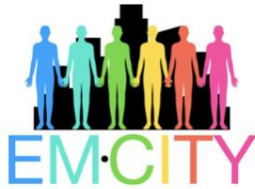**Learning activities/teaching methods:**

Interactive Presentation

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2.1 Introduction of EM-CITY Project

The world is facing an increasing number of natural disasters and emergencies, including earthquakes, floods, hurricanes, volcanic eruptions, epidemics, and wildfires. These events are occurring on larger and more frequent scales, which can make them feel overwhelming. (Madigan, 2018). Emergency cases such as pandemic, earthquake, flood, and hurricane dramatically change people's life and deprive them of the first steps within Maslow's hierarchy of needs, namely physiological needs, which are biological requirements such as air, food, drink, shelter, clothing, warmth, sleep; security needs such as financial and emotional security, law and order, health and wellbeing, social stability, property and freedom from fear (Doherty, 2013).Covid-19 has deeply affected people's life and deprived them of many basic needs.People have unwillingly become obliged to change their daily

routines, workplace activities, face-to-face interaction, and interpersonal communication style.Such emergency situations have always necessitated extraordinary remedies to annihilate or at least minimize their negative effects on health, society, economy.In those cases, the organization of people in crisis management becomes a vital issue to reach the people affected.The emergency cases also demand people's compliance with and responsibility on the information and instructions from official authorities to manage the situation and increase the efficacy of the emergency intervention.

However, different emergencies require different approaches to leadership and response. Pandemics, for example, have unique characteristics that require specific strategies and policies. The EM-CITY project recognizes that emergencies occur in a social context and have social consequences. Therefore, it is crucial to provide equal access to services and information for all people, including those from Culturally and Linguistically Diverse (CALD) communities and long-term residents. In this context, young people, who often have advanced digital skills and a strategic position in local areas, can play a key role in building interactive processes and communication channels among different parties involved in emergency management. The most significant strategy regarding the Covid-19 has been social distancing.However, it is important to remain physically separate but socially connected during the pandemic (WHO).Therefore, facilitating cooperation channels between authorities and society becomes a vital issue to increase the effectiveness of emergency situations' management.

Emergency cases also highlight the significance of effective communication means for effective outcomes in the management of emergency situations. It is especially important for culturally and linguistically diverse (CALD) communities) who might have difficulties in communicating with authorities and other segments of the society (DeSouza, 2008; Shearer et al.,2018).From this point forth, EM-CITY aims at creating social cohesion among different groups (CALD and Non-CALD) to support active citizenship and responsibility-taking during emergencies. Young people's leadership will ease the process of creating social cohesion among the local communities.

The EM-CITY aims at developing, supporting, and maintaining the common values which promote people to create psychological-sociological interaction and inclusion in the local area.Civic engagement may be a significant tool to maintain the interaction and inclusion of different groups in a local community which is also vital during emergency situations since young people are the dynamic elements of the communities, those more open to respond to new information and carry out the precautions vital for managing the impact of the emergency situations. By the EM-CITY, young people will have moral and intellectual competencies which will motivate them in terms of participation in emergency response activities connected to institutional action.

Young people's capacity to deal with whole effects of pandemics, from the physical to psychological and sociological effects, can be developed by motivating them for engagement within their communities, creating networks for connecting them to each other, and empowering them to take initiative in accordance with the institutional chain of command to lead their communities at the times of emergency.Considering managing emergency

situations is directly related to how people organize their life in accordance with the official instructions and information, young people's active cooperation and synergy can be a significant factor in the implementation of emergency measures.

Social inclusion constitutes a significant dimension of managing the effects of emergency.It fosters shared values and the principles of diversity, equality, and non-discrimination among the majority and minority.By this means, it confronts social problems such as racism, and discrimination; provides equal opportunity to access informal education and youth activities.

To sum up, the EM-CITY project seeks to promote social cohesion among different groups in local communities during emergency situations. By sensitizing and involving young people, the project aims to facilitate communication and collaboration between stakeholders, ultimately increasing the effectiveness of emergency responses.

The EM-CITY project is designed with a social constructivism approach, and we used an action research methodology during the process.

2.1.1 Methods and Approaches Used in EM-CITY

Social Constructivism Approach

Social constructivism approach is used as a collaborative tool to build common goals, strategies, and vision to promote a learning process that involves all stakeholders in an active role. Social constructivism is an educational and theoretical framework that emphasizes the role of social interaction and cultural context in the construction of knowledge. It suggests that individuals actively construct their understanding of the world through their experiences, interactions with others, and the meaning they assign to those experiences.

In the context of training, social constructivism views learning as a social activity that occurs through collaboration, dialogue, and negotiation among learners and their peers. It places importance on the social and cultural factors that shape learning, rather than solely focusing on individual cognitive processes.

Key Concepts of Social Constructivism:

- Construction of Knowledge: According to social constructivism, knowledge is actively constructed by individuals rather than passively received. Learners actively engage with the world around them and make sense of their experiences by integrating new information with their existing understanding.
- Social Interaction: Social interaction plays a crucial role in the learning process. Through dialogue, collaboration, and cooperative activities, learners can exchange ideas, perspectives, and knowledge. Interaction with peers, trainers, and other members of the community helps to shape and refine their understanding.
- Zone of Proximal Development (ZPD): The concept of the Zone of Proximal Development, proposed by the psychologist Lev Vygotsky, is central to social constructivism. It refers to the difference between a learner's actual developmental level and their potential developmental level with the assistance of others. The ZPD

highlights the importance of providing learners with appropriate support and scaffolding to facilitate their learning.

- Authentic Learning Contexts: Social constructivism emphasizes the significance of providing authentic and meaningful learning experiences that are situated in real-world contexts. Learning tasks and activities should relate to learners' lives and allow them to apply their knowledge in practical situations.
- Multiple Perspectives: Social constructivism acknowledges the existence of multiple perspectives and encourages learners to consider diverse viewpoints. Through exposure to different perspectives, learners can develop a more comprehensive and nuanced understanding of the subject matter.

Implications for Training/Learning:

Incorporating social constructivism into teaching practices involves creating opportunities for collaboration, dialogue, and active participation. Teachers take on the role of facilitators, guiding learners through the learning process rather than simply transmitting knowledge. Some strategies that align with social constructivism include:

- Collaborative Learning: Encouraging group work, discussions, and cooperative activities to promote interaction and shared construction of knowledge among learners.
- Scaffolding: Providing support and guidance to learners, particularly in their Zone of Proximal Development, to help them advance their understanding and skills.
- Problem-Based Learning: Presenting learners with authentic, real-world problems or challenges that require them to apply their knowledge and work together to find solutions.
- Reflective Practice: Encouraging learners to reflect on their learning experiences, critically analyze their understanding, and consider alternative viewpoints.
- Community Involvement: Connecting learners with experts, professionals, or community members who can contribute diverse perspectives and enrich the learning process.

Social constructivism has had a significant impact on educational practices and has influenced fields such as instructional design, curriculum development, and teacher training. By emphasizing the social and collaborative aspects of learning, it aims to create an active and engaging learning environment that promotes deep understanding and meaningful knowledge construction.

Action Research:
Action research is a systematic approach to inquiry that is conducted by practitioners or researchers in real-world settings, with the goal of improving practice or addressing specific issues or problems. It is a cyclical process that involves the following steps:

- Selecting a Focus: This step involves identifying a specific area of focus or problem that the researcher wants to investigate or improve. It could be related to teaching strategies, organizational practices, student performance, or any other aspect of professional practice.
- Clarifying Theories: In this step, the researcher examines existing theories, concepts, or frameworks that are relevant to the chosen focus area. This helps to establish a theoretical foundation for the research and informs the development of research questions and data collection methods.
- Identifying Research Questions: Based on the chosen focus and the theoretical understanding, specific research questions are formulated. These questions guide the data collection process and provide a clear direction for the research.
- Collecting Data: This step involves gathering relevant data to answer the research questions. Data collection methods can include observations, interviews, surveys, document analysis, or any other appropriate means of gathering information. The data collected should be reliable, valid, and relevant to the research focus.
- Analyzing Data: Once the data is collected, it is analyzed to identify patterns, themes, or relationships. Various qualitative or quantitative analysis techniques can be used depending on the nature of the data and the research questions. The analysis helps to derive meaning from the data and draw conclusions.
- Reporting Results: The findings of the research are communicated in a clear and concise manner. This step involves presenting the results to relevant stakeholders, such as colleagues, administrators, or other practitioners. The report should include a description of the research process, the findings, and any recommendations or implications for practice.
- Taking Informed Action: This final step involves using the research findings to inform practice and take appropriate actions. The aim is to implement changes or improvements based on the evidence gathered through the research. This step completes the cycle and often leads to new questions or areas of focus, initiating a new iteration of the action research process.

Action research is characterized by its collaborative and participatory nature, as it involves practitioners actively engaging in the research process and using the findings to bring about positive changes in their own professional context. It is an iterative process that encourages reflection, continuous improvement, and a deeper understanding of the complexities of practice.

Thus, our "taking informed action" step is designing the training modules and applying the training. After EM-CITY training programs, we will turn back to the feedback step of the research to take feedback for the change that is created by the training of young people in the specific heterogeneous area.

2.2 Introduction of EM-CITY Training

EM-CITY training involves 2 steps:

1st step: Training for trainers

Target group: The trainers who will deliver the pilot training in local areas. T

Number of the participants: Minimum 2 trainers from each partner, in total minimum 8 trainers.

The aim of the training is to draw a common baseline for the trainers who will give the training to young people as an interactive bridge within the frame and scope of the EM-CITY project.

Expected impact: Being able to use the non-formal training methods within the frame and scope of the EM-CITY project.

Method of the training: The training for trainers is an online training which the non formal training methods used.

2nd step: Training for Young Interactive Bridges

Target Group: Young people between 18-30 from a local area where different communities live together.

Number of the participants: Minimum 25 young people, and 5 observers from civil protection operators/managers. The observers who are CP trainers, CP Managers, and operators; observers will not participate in activities, but they will observe, and give feedback to the trainers about the training.

The aim of the training is to train young people from non- CALD and CALD communities as "interactive bridges" between these communities, civil protection operators, local authorities in the local area; and in case of an emergency they will be the emergency volunteers to provide communication between these communities, civil protection organizations and authorities to implement the emergency requirements in an effective way.

Expected Impact: With training modules, It is expected to develop the competencies and knowledge of the young people as volunteers in the mixed group communities and we expect that it will contribute to take more efficient, and fast precautions and implement emergency procedures in heterogeneous communities.

Method of the training: Face to face training, 18 hours, which non-formal and informal training methods used.

Non formal Training Methods:

Non-formal training methods are diverse and varied, offering flexibility and creativity in the learning process. These methods are designed to engage learners actively, promote participation, and facilitate practical application of knowledge and skills. Here are some commonly used non-formal training methods:

Workshops and Seminars: These are interactive sessions led by a facilitator or expert who provides instruction, demonstrations, and hands-on activities related to a specific topic. Workshops and seminars often incorporate group discussions, case studies, role-plays, and exercises to enhance learning and encourage participant engagement.

Experiential Learning: This approach emphasizes learning through direct experience and reflection. Activities such as simulations, games, outdoor challenges, and problem-solving exercises are used to encourage active participation, teamwork, and critical thinking. Learners actively engage in tasks that mimic real-world situations, allowing them to apply knowledge and skills in a practical context.

Group Discussions and Debates: These methods involve structured discussions where participants share their perspectives, exchange ideas, and critically analyze different viewpoints. Group discussions and debates promote active learning, communication skills, and the exploration of diverse opinions.

Case Studies: Case studies present real or hypothetical scenarios that require learners to analyze and propose solutions based on their knowledge and expertise. Participants examine the situation, identify key issues, and discuss possible approaches, enabling them to develop problem-solving skills and apply theoretical concepts to real-life situations.

Role-Plays and Simulations: Role-plays involve participants assuming specific roles and engaging in simulated scenarios or interactions. This method allows learners to explore different perspectives, practice decision-making, develop empathy, and enhance their communication and interpersonal skills.

Project-Based Learning: This approach involves learners working on a project or task that requires them to plan, research, collaborate, and present their findings or outcomes. Project-based learning promotes hands-on experience, critical thinking, and problem-solving abilities, while also encouraging creativity and self-directed learning.

e-Learning and Online Platforms: With advancements in technology, non-formal training methods have expanded to include online platforms, webinars, and interactive learning modules. These platforms provide flexibility in terms of time, location, and pacing of learning. Online discussions, quizzes, multimedia resources, and interactive exercises are often incorporated to enhance engagement and facilitate self-paced learning.

It is important to note that the selection of non-formal training methods should consider the learning objectives, participant needs, and the nature of the subject matter. A combination of

these methods can be employed to create an engaging and effective learning experience that caters to diverse learning styles and preferences.

2.3 Examples of Activities/Techniques to be Used During the Introduction of EM-CITY Training Session

Activity 2.1 Interactive Presentation

Aim of the activity/technique: The aim of the interactive presentation is to introduce the participants to the key concepts and objectives of the EM-CITY training session in an engaging and interactive manner. It allows participants to actively participate, ask questions, and interact with the presenter.

Duration: 10-15 minutes

Preparation/Materials/Equipment:
- Presentation slides or visual aids (if desired)
- Projector or screen (if using slides)
- Microphone (if needed)
- Handouts or worksheets (optional)

Outcomes of the activity:
Knowledge:
- Participants acquire a clear understanding of the purpose, objectives, and content of the EM-CITY training session.
- Participants gain knowledge about the key concepts, tools, or techniques that will be covered during the training session.
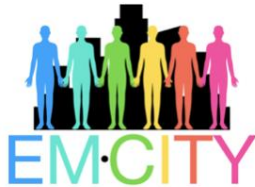
Skills:
- Participants develop active listening skills by engaging in the interactive presentation and paying attention to the information being shared.
- Participants practice critical thinking skills by reflecting on the relevance and potential application of the EM-CITY training session to their roles or interests.
- Participants enhance their communication skills by actively participating in discussions, asking questions, and expressing their thoughts or expectations.

Attitude:
- Participants feel engaged and involved in the learning process right from the beginning, fostering a positive attitude towards the training session.
- Participants develop a sense of collaboration and open communication as their questions and concerns are addressed, creating a supportive learning environment.

Instructions/Suggestions:

1. Begin by welcoming the participants and briefly introducing yourself and your role in conducting the EM-CITY training session.

2. State the objectives of the training session and explain its relevance to the participants' roles or interests.
3. Use visually appealing presentation slides or other visual aids to present key information about EM-CITY. Ensure the slides are concise, easy to read, and visually engaging.
4. Encourage active participation by asking questions throughout the presentation. This can be done by posing questions directly to the audience or using interactive features of the presentation software, if available.
5. Provide opportunities for participants to share their thoughts, experiences, or expectations related to the training session. This can be done through brief discussions, small group activities, or by using interactive polling tools, if available.
6. Address any questions or concerns raised by participants, providing clear and concise answers. If you don't have an immediate answer, assure them that their questions will be addressed during the session or offer to follow up with them later.
7. Summarize the key points covered in the interactive presentation and highlight the upcoming activities or topics to be discussed in the EM-CITY training session.
8. Conclude the interactive presentation by expressing your enthusiasm for the session and your willingness to support participants throughout their learning journey.

2.4 Useful links

The web site of the project could be useful to find more information about the EM-CITY project, consortium, activities and results (outputs/outcomes) of the project.
http://www.emcityeu.net/

The following guidelines could be useful for understanding the concept of CALD communities and emergency management:
https://knowledge.aidr.org.au/media/1969/manual-44-guidelines-for-emergency-management-in-cald-communities.pdf
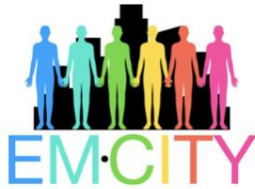https://www.undrr.org/publication/sendai-framework-disaster-risk-reduction-2015-2030
Mitchell, L. (2003). Guidelines for emergency managers working with culturally and linguistically diverse communities. Australian Journal of Emergency Management, The, 18(1), 13-18. https://search.informit.org/doi/abs/10.3316/INFORMIT.376944415766551

The following articles could be useful for seeing the results of the scientific studies conducted under the risk management and CALD communities frame:
Ogie, R., Castilla Rho, J., Clarke, R. J., & Moore, A. (2018, October). Disaster risk communication in culturally and linguistically diverse communities: the role of technology. In Proceedings (Vol. 2, No. 19, p. 1256). MDPI.https://www.mdpi.com/2504-3900/2/19/1256
Chandonnet, A. (2021). Emergency resilience in culturally and linguistically diverse communities: challenges and opportunities. https://apo.org.au/node/315281

The following web platform could be useful to have more information on non formal training methods, tools and also for joining non formal training organized under Erasmus+ program:

2.5 Evaluation
https://forms.gle/UTLSx115Hx1N9yMTA

MODULE 3. TEAM BUILDING

Aim of the Module is to create a positive and productive team environment by fostering strong team dynamics. Through this module, participants will develop essential skills in communication and collaboration, enabling them to work effectively together. The training focuses on building trust and mutual understanding among team members, as well as enhancing problem-solving and decision-making abilities. By engaging in various team-building exercises and activities, participants will strengthen their teamwork and synergy, ultimately leading to the formation of a cohesive and high-performing team. The module aims to equip participants with the necessary skills and strategies to achieve shared goals and foster a positive team culture.

Duration of Module: 2h

Learning Objectives

1. Build trust among participants
2. Enhance problem-solving skills
3. Develop leadership skills
4. Encourage collaboration
5. Foster creativity

Learning activities/teaching methods:

Energizers, team building and group activities

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3.1 Team Building
3.2 Examples of Activities/Techniques to be Used During the Sessions
3.3 Useful links and resources
3.4 Evaluation

3.1 Team Building Activities

Team building activities can vary in form, tailored to the specific goals and needs of the team. These activities encompass icebreakers, problem-solving exercises, trust-building activities, and team challenges. The effectiveness of team building activities relies on several factors, such as skilled facilitation, active participation and engagement from team members, and the alignment of activities with the team's goals and objectives. Sustained team building

efforts are crucial as teams evolve and encounter new challenges. Regular team building sessions serve as a means to maintain focus, cultivate trust, enhance communication, and foster collaboration within the team.

Energizers

Energizers play a significant role in team building as they contribute to establishing a positive, engaging, and supportive environment among team members. By integrating energizers into team building sessions, leaders can overcome barriers and promote a sense of comfort and connection among individuals, which in turn enhances communication, collaboration, and teamwork.

When team members feel a stronger bond with one another, they become more inclined to share ideas, offer feedback, and collaborate on problem-solving. This fosters a culture of creativity and innovation within the team, leading to improved productivity and performance. Additionally, energizers can effectively alleviate stress and boost morale, especially during periods of high pressure or tight deadlines. By incorporating enjoyable and interactive activities into the workday, leaders create a more relaxed and enjoyable atmosphere for team members, contributing to greater job satisfaction and a positive work attitude.

Problem solving

In the context of team building, problem solving entails the identification and resolution of issues or challenges encountered within a group of individuals working towards a shared objective. Effective problem solving processes can strengthen relationships, foster trust, and enhance communication among team members.

Various problems may arise within a team setting, including disagreements regarding goals or priorities, conflicts among team members, coordination difficulties in task delegation, or challenges related to time management and resource allocation.

To tackle these problems, teams can employ various activities such as brainstorming sessions, facilitated discussions, conflict resolution strategies, or training sessions aimed at developing skills like active listening and effective communication. By collaboratively addressing these issues, team members can cultivate a stronger sense of collaboration, mutual respect, and shared purpose, ultimately enhancing their ability to achieve their goals.

Trust Building

Trust building is a vital element of team building that involves cultivating mutual respect, confidence, and reliability among team members. Trust serves as a cornerstone for effective collaboration and communication, enabling teams to work efficiently and productively towards their goals.

Trust building encompasses various activities and strategies tailored to the specific needs and challenges of the team. Here are some examples:

- Setting clear expectations: Establishing clear goals, roles, and responsibilities for each team member reduces ambiguity and minimizes misunderstandings or conflicts.

● Encouraging open communication: Creating an environment where team members feel comfortable openly expressing their thoughts, ideas, and concerns fosters trust, prevents misunderstandings, and nurtures shared purpose and mutual respect.

Building relationships: Taking time to get to know each other on a personal level through team-building activities, social events, or other opportunities for bonding outside of work strengthens trust and camaraderie within the team.

Holding each other accountable: By holding themselves and each other accountable for their actions and commitments, team members establish a sense of reliability and dependability, fostering trust among the team.

Celebrating successes: Recognizing and celebrating shared successes reinforces a sense of accomplishment and shared purpose, fostering trust and strengthening the team's bonds.

By prioritizing trust-building activities and employing effective strategies, teams establish a solid foundation of collaboration and mutual respect, enabling them to achieve their goals with greater effectiveness and efficiency.

Team challenges

Team challenges are a popular component of team building activities that facilitate the development of problem-solving, communication, and collaboration skills. These challenges involve a group of individuals collaborating to overcome obstacles or achieve specific goals. Here are some examples of team challenges:

Escape room: Teams are immersed in a themed room and must solve a series of puzzles and clues to escape before time runs out.

Scavenger hunt: Teams receive a list of items or tasks to complete within a set time frame, requiring collaboration and resourcefulness to find or accomplish them.

Building challenge: Teams are provided with materials to construct a specific structure, such as a bridge or tower, encouraging teamwork, creativity, and problem-solving.

Role-playing scenarios: Teams engage in hypothetical situations, such as customer service issues or conflicts, and collaborate to find resolutions, enhancing communication and decision-making skills.

Group problem-solving exercises: Teams tackle complex problems or challenges, working together to brainstorm ideas and implement effective solutions.

Team challenges effectively foster trust, communication, and problem-solving abilities among team members. By overcoming obstacles and achieving shared goals, teams

develop a stronger sense of camaraderie and collaboration, enhancing their ability to work together effectively and achieve desired outcomes.

3.2 Example of Activities for Team Building Session

Activity 3.1 Mountain Expedition

Aim of the activity/technique: The aim of the "Mountain Expedition" activity is to foster teamwork, communication, and problem-solving skills within a team while promoting a sense of adventure and resilience.

Duration: 30-45 minutes.

Preparation/Materials/Equipment:
- Printed or drawn image of a mountain landscape in A3 size (one per team)
- Marker pens
- Index cards or sticky notes
- Timer or stopwatch
- Flipchart or whiteboard (optional)

Outcomes of the Activity:
Knowledge:
- Participants will gain knowledge about effective communication, collaboration, and problem-solving strategies within a team.

Skills:
- Communication: Participants will practice clear and effective communication within their teams.
- Collaboration: Participants will work together to solve challenges and accomplish tasks.
- Problem-solving: Participants will apply critical thinking and problem-solving skills to overcome obstacles.

Attitudes:
- Resilience: Encourage participants to approach the activity with determination, adaptability, and a willingness to face challenges.
- Teamwork: Foster a sense of cooperation, support, and trust among team members.
- Creativity: Encourage participants to think creatively and explore alternative solutions.

Instructions/Suggestions:
1. Divide participants into teams of 4-6 members each.
2. Provide each team with a printed or drawn image of a mountain landscape and marker pens.

3. Explain that the mountain represents their team's expedition, and their task is to overcome a series of challenges to reach the summit.
4. Introduce a set of challenges or tasks that each team must accomplish to progress in their mountain expedition. These challenges can be related to physical tasks, problem-solving puzzles, or knowledge-based quizzes.
5. Write each challenge or task on index cards or sticky notes and place them in a designated area.
6. Teams start by choosing a challenge, discussing strategies, and working together to solve it.
7. Once a team completes a challenge, they can mark or annotate a portion of their mountain landscape to represent their progress.
8. Set a time limit for each challenge to maintain pace and competitiveness.
9. After completing a challenge, teams can choose the next task from the remaining options.
10. The activity concludes when a team successfully completes all the challenges and reaches the summit of their mountain landscape.
11. Gather all teams for a debriefing session to reflect on their experience, discuss lessons learned, and celebrate their achievements.
12. During the debriefing, facilitate a discussion on the importance of effective communication, collaboration, and problem-solving in achieving team goals. Encourage participants to share their strategies, challenges they faced, and how they overcame them. Highlight the positive attitudes and skills that contributed to their success.

Activity 3.2 Jigsaw Puzzle Challenge

Aim of the activity/technique: The aim of the "Jigsaw Puzzle Challenge" activity is to enhance teamwork, communication, problem-solving, and collaboration skills within a team while fostering a sense of accomplishment and unity.

Duration: Approximately 30-45 minutes, depending on the complexity of the puzzle and the group size.

Preparation/Materials/Equipment:
● Jigsaw puzzles (one per team) with varying difficulty levels based on the group's preferences and time available.
● Timer or stopwatch.
● Table or flat surface for each team to work on.
● Optional: Prizes or certificates for the winning team.

Outcomes of the Activity:
Knowledge:
● Participants will gain knowledge about effective communication, collaboration, and problem-solving strategies within a team.

Skills:

- Communication: Participants will practice clear and effective communication to coordinate their puzzle-solving efforts.
- Collaboration: Participants will work together, sharing ideas and strategies to solve the jigsaw puzzle.
- Problem-solving: Participants will apply critical thinking and problem-solving skills to fit the puzzle pieces together.

Attitudes:

- Teamwork: Foster a sense of cooperation, support, and trust among team members.
- Resilience: Encourage participants to remain persistent, patient, and adaptable in the face of challenges.
- Celebrating success: Encourage participants to celebrate both individual and team achievements throughout the activity.

Activity 3.3 Human Knot

Aim of the activity/technique: The aim of the Human Knot is to promote teamwork, communication, and problem-solving skills within a team building session

Duration: 15-30 minutes

Preparation/Materials/Equipment: Not needed.

Outcomes of the activity:
Knowledge:

- Understanding the importance of effective communication in team dynamics.
- Recognizing the value of collaboration and problem-solving skills in overcoming challenges.
- Learning to adapt and adjust strategies in a changing environment.

Skills:

- Communication: Practicing clear and concise communication to untangle the human knot.
- Collaboration: Working together, coordinating movements, and supporting team members to solve the challenge.
- Problem-solving: Analyzing the situation, identifying possible solutions, and finding the most effective way to untangle the human knot.

Attitudes:

- Teamwork: Fostering a cooperative and supportive attitude within the team.
- Patience: Maintaining a calm and patient approach while working through the challenge.
- Resilience: Demonstrating persistence and adaptability in the face of obstacles.

- Trust: Building trust among team members as they physically rely on each other to untangle the knot.

Instructions/Suggestions:
1. Ask everyone to stand in a circle and put their hands in the center.
2. Each person should grab two different hands (not the hands of the person standing directly next to them).
3. Without letting go of anyone's hand, the team must work together to untangle themselves and form a circle again.
4. Once the team has successfully untangled themselves, take some time to debrief with the team and discuss what you learned about working together.
5. After the activity, take some time to debrief with the team and discuss what they learned about working together. Ask questions like:
6. What strategies did your team use to untangle yourselves?
7. How did you communicate effectively during the activity?
8. What challenges did you encounter during the activity, and how did you overcome them?
9. How can the skills and strategies you used during this activity be applied to our work as a team?

Activity 3.4 Trust Walk

Aim of the activity/technique: The aim of the Trust Walk is to build trust and communication between team members.

Duration: 30-40 minutes

Preparation/Materials/Equipment: Blindfolds

Outcomes of the activity:
Knowledge:
- Trust: Participants gain knowledge about the importance of trust in building strong relationships and effective teamwork.
- Communication: Participants learn the significance of clear and accurate communication in guiding and supporting others.

Skills:
- Trust-building: Participants develop skills in building trust by relying on and supporting their teammates during the activity.
- Active listening: Participants enhance their active listening skills as they rely on verbal cues and instructions from their partners.
- Non-verbal communication: Participants improve their ability to communicate non-verbally, using touch and other sensory cues to guide their blindfolded partners.

Attitudes:

- Trust and vulnerability: Participants cultivate an attitude of trust and openness, allowing themselves to be vulnerable and rely on others for support.
- Empathy: Participants develop empathy by considering the experience of their blindfolded partners and adjusting their communication and support accordingly.
- Collaboration: Participants foster a collaborative mindset, understanding the importance of working together and supporting each other to achieve a common goal.

Instructions/Suggestions:
1. Divide participants into pairs and have each pair choose who will go first.
2. Blindfold one member of each pair.
3. The other member of each pair must guide their blindfolded partner around the room, using only verbal instructions.
4. The guided partner must trust their partner's instructions and communicate any fears or concerns they may have.
5. After each pair has completed the challenge, switch roles so that the other partner is blindfolded and guided around the room.
6. Increase the difficulty level by adding obstacles or challenges to the course.
7. Debrief the activity by asking participants to reflect on their experience. Ask questions such as: How did you feel when you were blindfolded and relying on your partner? How did you communicate with your partner? Did you feel confident in their instructions? What did you learn about trust and communication from this activity?

3.3 Useful links and resources

The trainers can find more activities and informatşon about non-formal training methods from the following links:

https://www.salto-youth.net/tools/toolbox/

https://symondsresearch.com/quick-icebreakers/ Access date: 13.04.2023

https://www.cleverism.com/10-ice-breaker-activities-meetings-training-team-building-sessions/ Access date: 13.04.2023

https://www.mindtools.com/a2dl2jd/ice-breakers Access date: 13.04.2023

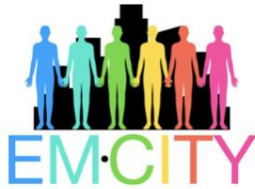https://www.mindtools.com/akp37i0/team-building-exercises-and-activities 28.04.2023

Tudor, S. L. (2013). Formal–non-formal–informal in education. Procedia-Social and Behavioral Sciences, 76, 821-826.

Gough, S., Walker, K., & Scott, W. (2001). Lifelong Learning: Towards a Theory of Practice for Formal and Non-formal Environmental Education and Training. Canadian Journal of Environmental Education, 6, 178-196.

Denkowska, S., Fijorek, K., & Węgrzyn, G. (2020). Formal and non-formal education and training as an instrument fostering innovation and competitiveness in EU member countries. Journal of Competitiveness, 12(3).

3.4 Evaluation

MODULE 4. CIVIL PROTECTION

Aim of the Module: The aim of the Civil Protection module is that trainees gain the appropriate knowledge and competences on civil protection, acquire safety culture and know how to respond to a hazard.

Duration of Module: 4 hours

Learning Objectives

1. Know the hierarchy of civil protection and the basic institutional framework
2. Classify the civil protection bodies in the hierarchy levels
3. Recognize potential hazards, vulnerabilities and risks in their area
4. Familiarize oneself with disaster management cycle
5. Deal effectively with emergency situations and become a positive influence for others
6. Contribute to emergency situations supporting civil protection authorities
7. Adopt a positive attitude towards safety culture and continuous education on civil protection

Learning activities/teaching methods

Power Point Presentation Deepening in each of the Subsections. A balance of theory, photos, videos and interactive activities should be in place within the PPT. Questions to test the understanding, reveal the various perceptions and highlight the limits of each presented topic must be included.

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       4.1.1 Hierarchy and chain of command (local, regional, national, international),
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       4.1.4 Circle of disaster, guidelines and contacts,
       4.1.5 How to behave during emergency situation
4.2 Example of Activities for Civil Protection Module
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4.1 Basics of Civil Protection

4.1.1 Hierarchy and chain of command (local, regional, national and international)

CIVIL PROTECTION is the planning, prevention, material and psychological preparation and mobilization of all available resources - forces and means- of the country, which aims to protect the citizens and visitors from natural, technological and man induced disasters, that cause emergency situations in times of peace, but also in the safeguarding of all kinds of goods, materials and wealth-producing sources, critical infrastructures, facilities and monuments of the country, with the aim of minimizing any adverse effects (GSCP).

In each country, although there are common elements, a different institutional framework for civil protection applies, which defines civil protection bodies and their responsibilities.

The body that heads all the rest is the one that elaborates, plans, defines and monitors the implementation of the policy in the field of civil protection.

In this section, the training material produced will be different for each country, as the civil protection agencies and the hierarchy that applies to them differ.

Trainers in this module will present the main agencies involved in civil protection in their country (Ministry, Security Forces, Region, Municipality, etc.) and what is the basic chain of command.

Emphasis will be placed on civil protection agencies operating in the field at the time of emergency and volunteers should be aware of the volunteering system that applies in each country. Moreover, the role of Humanitarian aid organizations will be underlined and how local communities contribute to an effective and efficient civil protection system.

Special attention will be given to the European Solidarity concept and how Union Civil Protection Mechanism (UCPM) changes civil protection in each country and Europe. Examples will be provided to underline the interaction between the various civil protection levels and elements.

4.1.2 Glossary about emergency and civil protection

This chapter will introduce the basic concepts of civil protection and basic terminology. Disaster, operations center, security forces, evacuation, single emergency number, hazard, climate change, resilience, disaster risk management, preparedness.

In addition, terminology that is necessary for the resident of that country to know can be added to each country, such as for example the names of the civil protection plans that apply in Greece (Xenokratis, Engelados, Dardanos, Boreas)

Main terms in civil protection are:
1. Hazard: a potentially catastrophic event, phenomenon or human activity that can cause loss of life or injury, property damage, social and economic disruption or environmental degradation.

2. Vulnerability: the conditions determined by natural, social, economic and environmental factors or processes that increase the vulnerability of a society to the effects of risks.

3. Susceptibility: the factors that create the conditions for the evolution of a risk into a disaster.

4. Resilience: the ability of a system or a society, potentially exposed to potential risks, to resist or adapt, with the aim of maintaining an acceptable level of functioning and coherence.

5. Disaster: the serious disruption of the functioning of society, which causes extensive human, material and environmental losses, which exceed the ability of the affected society to deal with them with its own means and resources.

6. Early warning: the provision of early notification and sufficient information, through the competent bodies, which enables specific actions to be taken to avoid or reduce the effects of the risk and to prepare for an effective response.

7. Coordination: the organization, prioritization and monitoring of the required actions, as well as ensuring interoperability, the application of the rules of operational action and the cooperation between the involved bodies to achieve a common goal.

8. Prevention: the set of actions and measures aimed at completely avoiding the potential effects of risks and minimizing natural, technological disasters and other threats.

9. Preparedness: the set of actions and measures taken in advance to ensure an effective response in disaster situations.

10. Response: includes the actions, during or immediately after the disaster, to protect the life and health of people, to address their immediate livelihood needs and to ensure the provision of assistance and support to mitigate the effects of the disaster.

11. Short-term Relief: includes actions after a disaster aimed at restoring or improving living conditions during the first hours and days after its occurrence.
12. Disaster Management Cycle: the set of tactical and management decisions and operational activities in all stages and phases of the disaster cycle, i.e. prevention, preparedness, response and recovery.

13. Organized preventive evacuation of citizens (Evacuation): includes all actions for the preventive evacuation of citizens who are in danger due to their stay near an area threatened by a catastrophic phenomenon that is in progress.

14. First (1st) response teams (First Responders): those competent in terms of material and location, operationally, who are the first to respond to the catastrophic event.

15. Civil Protection Experts (Civil Protection Experts): the specialist scientist or the certified executive in matters related to the management and response of disasters and the

calculation of critical factors, such as the assessment of risk, risks in general, vulnerability, exposure at risk.

16. Emergency: the sudden and unpredictable threatening situation that requires immediate measures to minimize its adverse consequences.

17. National Hazard Mitigation Policy: an action plan that defines at the national level the final and intermediate goals for disaster risk reduction, as well as the corresponding evaluation indicators and timetables. It includes all the necessary actions, procedures and programs related to all phases of the disaster cycle and in particular prevention, preparedness, response, recovery, as well as the feedback of planning at local and national level to reduce risk and strengthen resilience .

18. Risk: the possible human, material or environmental losses in a defined period of time, which are the result of the combination of risks, conditions of vulnerability and lack of capacity or appropriate measures to reduce the potential negative consequences. (Law 4662/2020 GR)

4.1.3 Potential hazards/risks at local areas

Hazards are part of the world around us and their occurrence is inevitable. Floods, landslides, fires, earthquakes and other dangerous events are natural phenomena over which humans have limited control. These events lead to periodic damage to the environment: fire can destroy forests, floods can erode stream banks and lead to channel migration, and a range of geological hazards can severely alter the natural landscape (https://planningforhazards.com/)

Below are descriptions of the most common disasters. In this subsection, the types of disasters such as flood, earthquake, fire, snowfall and frost will be described initially. **Then, in each country separately, a subsection will be added on local disasters and the particularities of the intervention area in order for the trainees to get to know the area in question in more detail**.

Earthquake
An earthquake is a natural phenomenon that, when it occurs in urban areas, can cause consequences and effects, both on the population and on the natural and built environment. The factors controlling the magnitude of the effects are:

- **factors inherent to the earthquake** as a natural phenomenon and related to the size of the earthquake, the location of the focus – the epicenter, the focal depth and the distance from the epicenter,

- **geological factors**, which are related to the quality of the soil and rocks that may result in surface ruptures, landslides, liquefaction, subsidence, etc.,
- **socio-economic factors** related to the quality of the constructions, construction time (Anti-Seismic Regulation), the readiness of population, time of day/day of week/season of year, special day (working day, holiday, holiday, etc.).

The occurrence of a strong earthquake can cause many problems in the affected area and particularities in dealing with the event (Hellenic Earthquake Planning and Protection Organization)

Fires

By the term fire we characterize the unwanted and out of control combustion due to the ignition of various materials. Combustion by ignition of various materials is an exothermic chemical reaction (rapid oxidation) in which large amounts of heat are released. Combustion with ignition requires the coexistence of fuel, oxygen and heat. The removal of a single element of these results in its interruption and therefore stops the progress of the fire.

Fuels in forest fires are considered to be all kinds of organic materials of plant origin (organic vegetative material) dead or alive (dry/green) which, when they come into contact with a high-temperature flame or spark, ignite in the presence of oxygen. Ignition can be caused by natural causes (lightning) or human activity. (Hellenic General Secretariat of Civil Protection, 2023)

The list of potential disasters is quite big. Each country can select the ones that are representative for their areas and can be used as examples for making learning process about them long lasting and influential for the participants.

4.1.4 Circle of disaster, guidelines and contacts

Disaster management aims to reduce, or avoid, the potential losses from hazards, assure prompt and appropriate assistance to victims of disaster, and achieve rapid and effective recovery. The Disaster management cycle illustrates the ongoing process by which governments, businesses, and civil society plan for and reduce the impact of disasters, react during and immediately following a disaster, and take steps to recover after a disaster has occurred. Appropriate actions at all points in the cycle lead to greater preparedness, better warnings, reduced vulnerability or the prevention of disasters during the next iteration of the cycle. The complete disaster management cycle includes the shaping of public policies and plans that either modify the causes of disasters or mitigate their effects on people, property, and   infrastructure.

The mitigation and preparedness phases occur as disaster management improvements are made in anticipation of a disaster event. Developmental considerations play a key role in contributing to the mitigation and preparation of a community to effectively confront a disaster. As a disaster occurs, disaster management actors, in particular humanitarian organizations, become involved in the immediate response and long-term recovery phases. The four disaster management phases illustrated here do not always, or even generally, occur in isolation or in this precise order. Often phases of the cycle overlap and the length of each phase greatly depends on the severity of the disaster.

- ○ <u>Mitigation</u> - Minimizing the effects of disaster. Examples: building codes and zoning; vulnerability analyses; public education.
- ○ <u>Preparedness</u> - Planning how to respond. Examples: preparedness plans; emergency exercises/training; warning systems.
- ○ <u>Response</u> - Efforts to minimize the hazards created by a disaster. Examples: search and rescue; emergency relief .
- ○ <u>Recovery</u> - Returning the community to normal. Examples: temporary housing; grants; medical care.

Sustainable Development

Developmental considerations contribute to all aspects of the disaster management cycle. One of the main goals of disaster management, and one of its strongest links with development, is the promotion of sustainable livelihoods and their protection and recovery during disasters and emergencies. Where this goal is achieved, people have a greater capacity to deal with disasters and their recovery is more rapid and long lasting. In a development oriented disaster management approach, the objectives are to reduce hazards, prevent disasters, and prepare for emergencies. Therefore, developmental considerations are strongly represented in the mitigation and preparedness phases of the disaster management cycle. Inappropriate development processes can lead to increased vulnerability to disasters and loss of preparedness for emergency situations.

Mitigation

Mitigation activities actually eliminate or reduce the probability of disaster occurrence, or reduce the effects of unavoidable disasters. Mitigation measures include building codes; vulnerability analyses updates; zoning and land use management; building use regulations and safety codes; preventive health care; and public education. Mitigation will depend on the incorporation of appropriate measures in national and regional development planning. Its effectiveness will also depend on the availability of information on hazards, emergency risks, and the countermeasures to be taken. The mitigation phase, and indeed the whole disaster management cycle, includes the shaping of public policies and plans that either modify the causes of disasters or mitigate their effects on people, property, and infrastructure.

Preparedness

The goal of emergency preparedness programs is to achieve a satisfactory level of readiness to respond to any emergency situation through programs that strengthen the technical and managerial capacity of governments, organizations, and communities. These measures can be described as logistical readiness to deal with disasters and can be enhanced by having response mechanisms and procedures, rehearsals, developing long-term and short-term strategies, public education and building early warning systems. Preparedness can also take the form of ensuring that strategic reserves of food, equipment, water, medicines and other essentials are maintained in cases of national or local

catastrophes.

During the preparedness phase, governments, organizations, and individuals develop plans to save lives, minimize disaster damage, and enhance disaster response operations. Preparedness measures include preparedness plans; emergency exercises/training; warning systems; emergency communications systems; evacuations plans and training; resource inventories; emergency personnel/contact lists; mutual aid agreements; and public information/education. As with mitigations efforts, preparedness actions depend on the incorporation of appropriate measures in national and regional development plans. In addition, their effectiveness depends on the availability of information on hazards, emergency risks and the countermeasures to be taken, and on the degree to which government agencies, non-governmental organizations and the general public are able to make use of this information.

Humanitarian Action

During a disaster, humanitarian agencies are often called upon to deal with immediate response and recovery. To be able to respond effectively, these agencies must have experienced leaders, trained personnel, adequate transport and logistic support, appropriate communications, and guidelines for working in emergencies. If the necessary preparations have not been made, the humanitarian agencies will not be able to meet the immediate needs of the people.

Response

The aim of emergency response is to provide immediate assistance to maintain life, improve health and support the morale of the affected population. Such assistance may range from providing specific but limited aid, such as assisting refugees with transport, temporary shelter, and food, to establishing semi-permanent settlement in camps and other locations. It also may involve initial repairs to damaged infrastructure. The focus in the response phase is on meeting the basic needs of the people until more permanent and sustainable solutions can be found. Humanitarian organizations are often strongly present in this phase of the disaster management cycle.

Recovery

As the emergency is brought under control, the affected population is capable of undertaking a growing number of activities aimed at restoring their lives and the infrastructure that supports them. There is no distinct point at which immediate relief changes into recovery and then into long-term sustainable development. There will be many opportunities during the recovery period to enhance prevention and increase preparedness, thus reducing vulnerability. Ideally, there should be a smooth transition from recovery to on-going development.

Recovery activities continue until all systems return to normal or better. Recovery measures, both short and long term, include returning vital life-support systems to minimum operating standards; temporary housing; public information; health and safety education;

reconstruction; counseling programs; and economic impact studies. Information resources and services include data collection related to rebuilding, and documentation of lessons learned.

4.1.5 How to behave during emergency situation

Civil protection agencies publish a range of guidelines that citizens can follow in order to deal with an emergency. Although there are some general instructions that apply to all emergency situations, there are also instructions that are specific to each type of emergency such as fire, flood, earthquake, gale force winds, heat and landslides. **At this point, the general instructions and the specific instructions per case will be collected so that people can be trained in them**.

It is important to distinguish the "how to act guidelines" depending on the position / work each member of the society has. For example, what to do if you are a doctor, varies from what to do if you are working in a retail store. Managing a hotel full of tourists calls for other actions than if you are a tourist/visitor. Being a parent with kids at school may pause some extra pressure and complexity. So, using examples the discussion will show that the theoretical guidelines must be adapted depending on the actual situations and thus continuous learning and exercising is important. As exercises are the closest mean we have to simulate actual emergencies, their types, roles and special characteristics will be explored.

Also it is important for civil protection volunteers to know that their action and contribution has specific limits and these are determined in each country through the relevant legislation. **At this point, the actions carried out by the voluntary organizations in the event of an emergency situation can be developed, examples of past events/ exercises can be showcased and the interaction between humanitarian aid actors and civil protection authorities will be underlined. .**

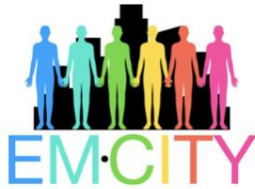**4.2 Examples of the Activities can be Used in Civil Protection Module**

Activity 4.1 Understanding the Hierarchy and Structure of Civil Protection

The aim of the activity: to familiarize trainees with the hierarchy and structure of civil protection in their country and develop an understanding of the key entities involved**.**

Materials/Equipment:

- Large cardboard sheets (Canson) or flip chart paper
- Markers
- Internet access

Duration: 60 minutes

Outcomes of the activity:

Knowledge:

- Trainees will acquire knowledge about the hierarchy and structure of civil protection in their country.
- They will understand the roles and responsibilities of key entities involved in civil protection.
- Trainees will gain knowledge about different civil protection plans or strategies in their country.

Skills:

- Trainees will develop research skills by utilizing the internet and other resources to gather information.
- They will enhance their presentation skills through group presentations, effectively communicating their findings to the audience.
- Trainees will practice critical thinking and analysis while understanding the interdependence and collaboration between various entities in civil protection.

Attitudes:

- Trainees will develop an appreciation for the importance of civil protection in ensuring public safety during emergencies.
- They may develop a sense of responsibility towards their community and a willingness to contribute to civil protection efforts.
- The activity may promote teamwork and collaboration among the trainees as they work together in small groups and engage in discussions.

Instructions/Suggestions:

1. Introduction (5 minutes):
   - The trainer briefly introduces the topic of civil protection and its importance in ensuring public safety during emergencies.
   - Emphasize that the structure of civil protection may vary between countries and regions.
2. Group Formation (5 minutes):
   - Divide the trainees into small groups, preferably consisting of 3-5 members each.

- Assign each group a specific topic related to the hierarchy and structure of civil protection based on the current regime of the country.
3. Research and Discussion (20 minutes):
   - Provide each group with a large cardboard sheet or flip chart paper and markers.
   - Instruct the groups to use the internet as a resource to research and gather information on their assigned topic.
   - Encourage them to explore official government websites, relevant documents, and other reliable sources to understand their topic thoroughly.
   - Remind them to focus on the hierarchy, key entities, and their responsibilities.
4. Group Presentations (25 minutes):
   - After the research phase, allow each group 5-7 minutes to present their findings to the whole meeting.
   - Each group should use their cardboard sheet or flip chart paper to create visual aids, such as diagrams or bullet points, to illustrate the hierarchy and structure of civil protection related to their topic.
   - Encourage them to engage the audience by explaining the roles and functions of the entities they researched.
   - Encourage questions and discussions after each presentation.
5. Summary and Theory Presentation (5 minutes):
   - As the trainer, provide a brief summary of the key points presented by each group.
   - Emphasize the commonalities and differences between the entities discussed, highlighting their interdependence and collaboration.
   - Present the theory you have prepared for the specific chapter, incorporating additional information and insights to enhance trainees' understanding.

Activity 4.2 Term and Meaning Match-Up

The aim of the activity: to enhance understanding of key terms by matching them with their correct meanings and encouraging trainees to explain the concepts in their own words.

Duration: 15-20 minutes

Materials/Equipment:
- Flashcards or printed cards with terms written on one side and their meanings on the other side
- Writing materials for trainees

Outcomes of the Activity:
Knowledge:
- Increased knowledge of terminology: Participants will acquire a deeper understanding of the specific terms covered in the activity. They will learn the

definitions and meanings of the terms and gain knowledge of their applications within the subject or domain.

Skills:
- Critical thinking skills: The activity requires participants to analyze the terms and their meanings, compare and match them, and then explain them in their own words. This process enhances their critical thinking skills as they evaluate and synthesize information.
- Communication skills: Explaining the terms in their own words necessitates effective communication. Participants will practice conveying complex ideas in a clear and concise manner, improving their ability to articulate concepts to others.
- Collaborative skills: The activity often involves group discussions and sharing of explanations. Participants will develop their collaborative skills by actively engaging with others, listening to different perspectives, and building upon each other's knowledge.

Attitudes:
- Curiosity and eagerness to learn: By actively participating in the activity, participants are encouraged to be curious and eager to learn. They will develop an attitude of seeking knowledge and understanding, fostering a lifelong learning mindset.
- Confidence in knowledge: Successfully matching terms, explaining them, and engaging in discussions will boost participants' confidence in their own knowledge. They will develop a positive attitude towards their ability to understand and explain complex concepts.
- Open-mindedness and respect for diverse perspectives: Through collaborative discussions, participants will encounter different interpretations and explanations of the terms. This can foster an attitude of open-mindedness and respect for diverse perspectives, as they learn from others and consider alternative viewpoints.
- Reflective thinking: The activity prompts participants to reflect on their understanding of the terms and their meanings. They will develop an attitude of introspection, continuously assessing their own understanding and seeking ways to improve and deepen their knowledge.

Instructions/Suggestions:
1. Prepare a set of flashcards or printed cards, with each card containing a term on one side and its corresponding meaning on the other side. Ensure that the terms and meanings are mixed up, creating a challenge for the trainees.
2. Distribute the cards randomly among the trainees.
3. Instruct the trainees to individually match the terms with their correct meanings, using the cards they have.
4. Once the trainees have completed the matching task, ask them to write down their own understanding of each term in their own words. Encourage them to think about the concept behind each term and explain it as clearly as possible.

5. After everyone has finished writing their explanations, divide the trainees into pairs or small groups.

6. In their pairs or groups, ask the trainees to share their explanations for each term with their partners. They can discuss any differences or similarities in their understanding and clarify any misunderstandings.

7. Encourage trainees to provide constructive feedback and support each other in improving their explanations.

8. As a group, discuss the terms and meanings together, allowing each trainee to share their understanding of the concepts. This can be done by randomly selecting a card and asking a trainee to explain the term and meaning associated with it. Other trainees can add their insights or ask questions for further clarification.

9. Facilitate the discussion, providing additional explanations or examples if needed, and ensuring that everyone has a clear understanding of each term and its meaning.

10. Repeat the activity with different sets of terms and meanings, if desired, to reinforce understanding and promote active learning.

Activity 4.3 Identifying Dangers in the Intervention Area

The aim of the activity: to enhance participants' understanding of the main dangers in the intervention area by analyzing newspaper clippings and internet reports related to disasters.
Duration: 30-60 minutes.

Materials/Equipment:
- Newspaper clippings: Collect relevant newspaper clippings that highlight past disasters or incidents in the intervention area. These clippings should provide information about the specific dangers and risks associated with the area.
- Internet reports: Gather internet reports or articles related to disasters in the intervention area. These reports can be sourced from reputable news websites, government portals, or research organizations. They should offer additional insights into the main dangers and their impacts.
- Printed copies: Make copies of the newspaper clippings and internet reports for each group of trainees. Ensure that there are enough copies for every participant to have access to the materials.
- Reading materials: Provide additional reading materials or references that offer background information on the types of disasters commonly observed in the intervention area. These materials can include books, research papers, or relevant sections from training manuals.
- Writing materials: Supply pens, pencils, markers, or any other writing tools that participants may need to take notes or annotate the newspaper clippings and internet reports.
- Flipchart or whiteboard: Use a flip chart or whiteboard to facilitate group discussions and record the main dangers identified by each group.
- Presentation materials: If the trainer intends to present a general theory before distributing the newspaper clippings and internet reports, ensure that the necessary presentation materials, such as slides or handouts, are available.

- Grouping materials: Provide materials that aid in forming small groups, such as colored cards or nametags, to ensure an organized and efficient group formation process.
- Audiovisual equipment (optional): If the trainer wishes to enhance the presentation with audiovisual elements, such as videos or images, make sure the necessary equipment, such as a projector or a screen, is available.
- Safety guidelines: Depending on the nature of the intervention area and the potential dangers involved, provide safety guidelines or protective equipment if necessary. This may include safety goggles, gloves, or masks.

Outcomes of the activity:
Knowledge:
- Increased awareness: Participants will acquire knowledge about the specific dangers prevalent in the intervention area. They will gain insights into the types of disasters that have occurred in the past and the potential risks associated with the area.
- Understanding of causes and impacts: Participants will develop a deeper understanding of the causes and impacts of different disasters by analyzing real-world examples. They will learn about the factors that contribute to the occurrence of disasters and the consequences they have on the intervention area and its inhabitants.

Skills:
- Analytical skills: Participants will enhance their analytical skills by critically examining newspaper clippings and internet reports. They will learn to extract relevant information, identify patterns, and make connections between different sources to identify the main dangers in the intervention area.
- Research skills: Engaging with newspaper clippings and internet reports will improve participants' research skills as they navigate and analyze various sources of information. They will learn how to extract valuable data and insights from these sources.
- Communication skills: Through group discussions and presentations, participants will develop their communication skills. They will learn to articulate their findings, express their ideas clearly, and actively engage in discussions with their peers.
- Risk assessment skills: Participants will gain skills in assessing risks associated with different disasters. They will learn to evaluate the severity and likelihood of potential dangers, enabling them to make informed decisions regarding disaster management and mitigation strategies.

Attitudes:

- Proactive mindset: Engaging with real-world examples of disasters will foster a proactive mindset among participants. They will recognize the importance of being proactive in identifying and addressing potential dangers to minimize the impact of disasters.

- Empathy and compassion: Through the analysis of newspaper clippings and internet reports, participants will develop empathy and compassion for those affected by disasters. They will understand the importance of disaster preparedness and response in minimizing human suffering.
- Awareness of responsibility: Participants will develop a sense of responsibility towards disaster management and mitigation in the intervention area. They will recognize their role in creating safer communities and promoting resilience in the face of disasters.
- Appreciation of teamwork: By working in small groups, participants will appreciate the value of teamwork in analyzing and understanding the dangers in the intervention area. They will recognize the importance of collaboration and collective effort in addressing complex challenges.

Instructions/Suggestions:

1. Presentation of the general theory: The trainer will provide an overview of the general theory related to the intervention area. This may include discussing the geographical location, climate, historical data on past disasters, and any specific risks associated with the area.
2. Collection of newspaper clippings and internet reports: Prior to the training session, the trainer should gather a selection of newspaper clippings and internet reports that highlight various disasters that have occurred in the intervention area. These can include natural disasters like floods, earthquakes, wildfires, or human-made disasters such as industrial accidents or infrastructure failures.
3. Distribution of materials: The trainer will distribute the newspaper clippings and internet reports among the participants, ensuring that each small group receives a diverse set of materials.
4. Group discussion: Participants will form small groups and read the newspaper clippings and internet reports assigned to them. They will discuss and analyze the information to identify the main dangers present in the intervention area. Encourage them to consider the causes, impacts, and potential risks associated with each disaster.
5. Presentation of findings: Each small group will present their findings to the larger group. They will share the main dangers they identified, supporting their points with evidence from the newspaper clippings and internet reports. The trainer can facilitate a discussion to compare and contrast the dangers identified by different groups.
6.
7. Reflection and discussion: After the presentations, the trainer will lead a reflective discussion, encouraging participants to share their thoughts and insights gained from the activity. This can include discussing the severity of the identified dangers, potential mitigation strategies, and the importance of disaster preparedness and response in the intervention area.

4.3 Scenario-based Emergency Response Activity

The aim of the activity: to enhance participants' emergency response knowledge and skills by presenting them with various scenarios of danger and allowing them to analyze and discuss appropriate actions to take in each situation.

Duration: 30-60 minutes

Materials/Equipment:

- Scenarios: Prepared by the instructor, these are descriptions or simulated situations of various dangers such as floods, fires, earthquakes, etc. These scenarios should be written or printed out and distributed to the participants.
- Writing materials: Participants will need pens or pencils and paper to write down their responses or discuss their answers in small groups.
- Presentation materials: The trainer may use visual aids or a projector to present the correct treatment for each scenario. This can include slides, diagrams, or videos that illustrate the recommended actions.
- Optional props: Depending on the nature of the scenarios, additional props may be used to enhance the realism or engagement of the activity. For example, if discussing a fire scenario, the trainer might include a fire extinguisher prop to demonstrate its proper use.
- Timer or clock: It can be helpful to have a timer or clock visible to keep track of the time allocated for each scenario and ensure the activity stays on schedule.
- Optional audiovisual equipment: If the trainer wants to incorporate multimedia elements or showcase real-life footage related to disasters, audiovisual equipment such as speakers or a television may be required.
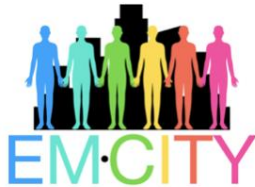
The outcomes of the activity:

Knowledge:

- Increased understanding of various dangers and hazards: Participants will gain knowledge about different types of disasters such as floods, fires, earthquakes, etc., including their characteristics, causes, and potential consequences.
- Knowledge of appropriate actions: Participants will learn the correct treatment or response for each scenario presented during the activity. They will acquire knowledge of safety protocols, emergency procedures, and effective strategies to mitigate risks in different dangerous situations.

Skills:

- Decision-making skills: Through analyzing and discussing the scenarios, participants will develop their decision-making abilities by assessing the situation, identifying potential risks, and determining the most appropriate course of action.
- Problem-solving skills: Participants will practice problem-solving skills by considering different factors and constraints within each scenario and coming up with practical and effective solutions.
- Communication and collaboration skills: The activity encourages participants to share their views, opinions, and proposed actions within their small groups. They will develop effective communication skills, active listening, and teamwork in discussing and reaching a consensus on the appropriate response for each scenario.

Attitudes:

- Increased preparedness: The activity aims to foster a sense of preparedness and proactive mindset among participants. They will develop a heightened awareness of potential dangers and the importance of being prepared to handle emergencies.
- Confidence in handling dangerous situations: By participating in scenario-based discussions and learning the correct treatment, participants will gain confidence in their ability to respond appropriately in real-life dangerous situations.
- Safety consciousness: The activity promotes a culture of safety consciousness, emphasizing the significance of prioritizing personal safety and the safety of others during emergencies.
- These outcomes contribute to equipping participants with the knowledge, skills, and attitudes necessary to effectively respond to dangerous situations, protect themselves, and potentially save lives.

Instructions/Suggestions:
1. Introduce the activity: Explain to the participants that they will be engaging in a scenario-based activity to test their knowledge and decision-making skills in different dangerous situations.
2. Provide the scenarios: Present the prepared scenarios one by one, describing the situation and the potential dangers involved. You can use real-life examples or create fictional scenarios based on the context of the training.
3. Individual responses: Ask participants to individually write down what they believe should be done in each scenario. Encourage them to consider the immediate actions, prioritizing safety and minimizing risks.
4. Group discussion: Divide participants into small groups (3-5 members per group) and ask them to share their answers and discuss the reasoning behind their choices. Allow sufficient time for each group to discuss and reach a consensus on the best course of action.
5. Presentation of correct treatment: Bring the groups back together and invite each group to share their answers and reasoning. Facilitate a discussion to explore different perspectives and approaches.
6. Provide correct treatment: Once the groups have presented their answers, provide the correct treatment or response for each scenario. Explain the reasons behind the correct actions and address any misconceptions or uncertainties raised during the discussion.
7. Reflect and debrief: Facilitate a debriefing session to encourage participants to reflect on the activity. Discuss the challenges faced, lessons learned, and any new insights gained regarding emergency response in dangerous situations.
8. Summarize key takeaways: Conclude the activity by summarizing the key takeaways from the scenarios and emphasizing the importance of preparedness, effective decision-making, and collaboration in emergency situations.

Note: It is essential to prioritize safety during the activity. Make it clear that the discussions and scenarios are meant for educational purposes and participants should not put themselves or others at risk by attempting dangerous actions in real-life situations.

4.3 Useful links

https://civil-protection-humanitarian-aid.ec.europa.eu/what/civil-protection/national-disaster-management-system/greece_en

https://civil-protection-humanitarian-aid.ec.europa.eu/what/civil-protection/national-disaster-management-system/italy_en

https://civil-protection-humanitarian-aid.ec.europa.eu/what/civil-protection/national-disaster-management-system/turkiye_en

https://civil-protection-humanitarian-aid.ec.europa.eu/what/civil-protection/national-disaster-management-system/republic-cyprus_en

https://eur-lex.europa.eu/EN/legal-content/glossary/civil-protection.html

https://unsdg.un.org/resources/un-common-guidance-helping-build-resilient-societies

https://civil-protection-humanitarian-aid.ec.europa.eu/what/civil-protection/eu-civil-protection-mechanism_en

4.4 Evaluation

https://forms.gle/UTLSx115Hx1N9yMTA

ODULE 5. ROLE of the YOUNG PEOPLE AS INTERACTIVE BRIDGES FOR EMERGENCY SITUATIONS

Duration of Module: 7h

Aim of the Module: The aim of the module "Role of Young People as Interactive Bridges for Emergency Situations" is to empower young people from local communities to serve as effective intermediaries and facilitators between emergency management actors and authorities. The module seeks to equip young individuals with the necessary knowledge, skills, and mindset to bridge the communication and coordination gap between diverse local communities and emergency management stakeholders during crisis situations. By fostering their understanding of emergency protocols, cultural sensitivity, negotiation skills, and effective communication strategies, the module aims to enhance the capacity of young people to promote collaboration, trust, and efficient response in emergency situations.

Learning Objectives

1. Understand the role of young people as interactive bridges in emergency situations.
2. Develop skills and competencies necessary for effective communication and collaboration between culturally diverse communities, local residents, and emergency management authorities.
3. Gain knowledge of stereotypes and their impact on communication, and learn strategies to overcome them.
4. Acquire leadership skills to effectively lead and facilitate interactions between different stakeholders during emergencies.
5. Learn the concept and importance of intermediation in bridging gaps and resolving conflicts in emergency situations.
6. Enhance problem-solving, decision-making, and critical thinking skills to address challenges and make informed decisions during emergencies.
7. Explore the principles and practices of social entrepreneurship/activism and understand their relevance in emergency management.

Learning activities/teaching methods:

Energizers, Interactive presentation, role playing, case studies, group discussions, storytelling, peer learning, reflective activities

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      5.2.3 Leadership

      5.2.4 Intermediation

      5.2.5 Problem Solving & Decision Making & Critical Thinking

      5.2.6 Social entrepreneurship/Activism

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5.4 Examples of the Activities/Techniques to be Used in the Session

5.5 Useful links and resources

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5.1 Role of Young People as Interactive Bridges for Emergency Situations

The world is facing an increasing number of natural disasters and emergencies, causing significant disruptions in people's lives and depriving them of basic needs. The recent Covid-19 pandemic has further highlighted the importance of effective crisis management and communication. Young people, with their advanced digital skills and strategic positioning,

can serve as crucial bridges in facilitating interactive processes and communication channels among different stakeholders involved in emergency management.

Young people, with their unique position within local communities and their digital fluency, have the potential to bridge the gap between community members and emergency management authorities. They can serve as intermediaries, facilitating the exchange of information, concerns, and needs between these two important stakeholders.

They could actively participate in emergency response activities, such as providing immediate assistance to affected individuals, distributing essential supplies, assisting with evacuation procedures, and supporting search and rescue operations. Their presence and contribution enhance the capacity of emergency management authorities to address the needs of the community swiftly and efficiently.

They could act as agents of change within their communities, engaging with residents and raising awareness about emergency preparedness, response protocols, and safety measures. Through workshops, awareness campaigns, and community events, they could educate community members about the importance of being prepared, understanding warning systems, and knowing how to respond effectively during emergencies.

They play a crucial role in disseminating accurate and timely information during emergencies. They can assist in updating community members about evacuation routes, emergency shelters, available resources, and important instructions from emergency management authorities. Volunteers can use various channels such as social media, local community networks, and door-to-door visits to ensure that vital information reaches every individual in the community.

In culturally diverse communities, volunteers who have language skills and cultural understanding can bridge the communication gap between emergency management authorities and community members. They can provide language interpretation services, translate important documents, and ensure that information is accessible to everyone, regardless of their cultural or linguistic background. This helps to build trust, reduce barriers, and ensure that the specific needs of diverse communities are considered and addressed during emergency response efforts.

They can assist in documenting and reporting critical information related to the emergency situation. This can include gathering data on affected individuals, assessing damage and needs within the community, and providing feedback to emergency management authorities for improved response and recovery efforts. Their observations and reports can contribute to a more comprehensive understanding of the situation on the ground and aid in decision-making processes.

5.2 Knowledge, Skills and Competences of Young Interactive Bridges

5.2.1 Collaboration, Teamwork and Effective Partnership

In this section of the training module, we will focus on developing the essential skills of collaboration, teamwork, and building effective partnerships. Young people as interactive bridges need to foster cooperation and synergy among culturally diverse communities, local residents, and emergency management authorities. Through interactive exercises, group discussions, and case studies, participants will learn how to effectively collaborate with various stakeholders, navigate team dynamics, and establish fruitful partnerships for emergency situations. They will develop an understanding of the importance of trust, communication, and shared goals in achieving successful outcomes.

5.2.2 Stereotypes Awareness

The CALD communities term generally encompasses communities with diverse languages, ethnic backgrounds, nationalities, traditions, societal structures, and religions.

In emergency situations, stereotypes can have a significant impact on how culturally and linguistically diverse (CALD) people are perceived and treated. These stereotypes, rooted in biases and generalizations, can hinder effective emergency response and jeopardize the safety and well-being of CALD individuals and communities. In this session the aim is exploring the implications of stereotypes in emergency situations and highlights the importance of fostering inclusive practices to ensure equitable and culturally sensitive emergency management for CALD populations.

Stereotypes and their Consequences:
Stereotypes often emerge from a lack of understanding, cultural insensitivity, and misinformation. In emergency situations, stereotypes may lead to prejudiced assumptions about CALD individuals' capabilities, language proficiency, and cultural practices. These assumptions can result in delayed or inadequate assistance, reduced access to essential services, and barriers to effective communication, exacerbating the vulnerability of CALD communities during crises.

Language Barriers and Stereotypes:
One common stereotype in emergency situations is that CALD individuals may struggle with language proficiency, hindering communication and access to vital information. This stereotype overlooks the rich linguistic diversity within CALD communities and the fact that language skills can vary widely among individuals. By assuming language limitations based on stereotypes, emergency responders may inadvertently disregard crucial resources and assistance that CALD individuals can provide during crises.

Cultural Misunderstandings and Stereotypes:
Stereotypes can also lead to cultural misunderstandings, further exacerbating challenges in emergency management for CALD communities. Preconceived notions about cultural practices, beliefs, and values may result in misinterpretations or dismissals of CALD individuals' needs and preferences during emergency response efforts. This can create

barriers to trust, hinder effective communication, and impede collaborative problem-solving in crisis situations.

The Power of Young People as Agents of Change:
Young people possess unique qualities that make them powerful agents of change in challenging stereotypes. Their fresh perspectives, open-mindedness, and willingness to challenge societal norms enable them to question existing stereotypes and advocate for inclusivity. By harnessing their energy, passion, and digital fluency, young people can influence attitudes, promote cultural understanding, and reshape emergency response narratives.

Advocacy and Leadership Development:
Empowering young people as advocates and leaders in emergency situations is vital to drive systemic change. By equipping them with the skills to address stereotypes, young participants can become voices for change within their communities, schools, and emergency response organizations. Training modules should provide opportunities for young people to develop leadership skills, foster collaboration with stakeholders, and advocate for policies and practices that promote inclusivity, cultural sensitivity, and equal treatment for CALD communities.

5.2.3 Effective Communication

Effective communication across cultures can indeed be a challenging task, but with the right skills and mindset, it becomes an opportunity for growth and successful collaboration. In cross-cultural communications, various factors come into play, including language barriers, nonverbal communication differences, and cultural norms and values. By developing a set of fundamental communication skills and embracing a new perspective on international negotiations, young people who are trained to be interactive bridges between local community and emergency management actors could navigate these challenges effectively and achieve mutually beneficial outcomes.

Culturally diverse communities bring unique strengths, perspectives, and needs to the table, and establishing clear and meaningful communication channels between emergency management actors and these communities is essential for a coordinated and inclusive emergency response. This essay explores the significance of effective communication in bridging the gap between emergency management actors and culturally diverse communities, highlighting the benefits and challenges that arise in this context.

Benefits of Effective Communication:

Enhancing Trust and Confidence: Effective communication builds trust and confidence between emergency management actors and culturally diverse communities. When information is shared transparently, accurately, and in a culturally sensitive manner, it fosters

a sense of trust, enabling communities to actively participate in emergency preparedness, response, and recovery efforts.

Tailoring Emergency Messages: Culturally diverse communities may have unique linguistic, cultural, and socio-economic characteristics that impact their understanding of emergency messages. Effective communication involves adapting messaging strategies to ensure information is culturally relevant, accessible, and easily understandable. This tailored approach increases community engagement, cooperation, and adherence to emergency protocols.

Facilitating Two-Way Communication: Communication should be a two-way process, allowing for meaningful dialogue and feedback exchange. Encouraging active listening, soliciting input from culturally diverse communities, and valuing their perspectives fosters a sense of ownership and empowers communities to actively participate in decision-making processes. This collaborative approach enhances the effectiveness of emergency management efforts.

Challenges in Communication:

Language Barriers: Language differences can pose significant challenges in effective communication during emergencies. Culturally diverse communities may have limited English proficiency, making it crucial for emergency management actors to provide multilingual resources, interpretation services, and language assistance to ensure clear and accurate communication.

Cultural Differences: Cultural nuances and differences in communication styles can impact the effectiveness of communication. Different cultural norms, values, and expectations need to be considered to avoid misunderstandings, misinterpretations, and potential conflicts. Cultural sensitivity, respect, and a willingness to learn and adapt are essential in bridging the communication gap.

Information Dissemination: Ensuring timely and comprehensive dissemination of information is vital during emergencies. Utilizing diverse communication channels, such as social media, community networks, and trusted community leaders, helps reach culturally diverse communities effectively. It is essential to overcome barriers related to limited access to technology, digital literacy, and information dissemination inequalities.

Strategies for Effective Communication:

Cultivate Cultural Competence: Emergency management actors should invest in cultural competence training to understand the unique needs, values, and communication preferences of culturally diverse communities. This enables the development of culturally sensitive and inclusive communication strategies.

Use Clear and Simple Language: Avoiding jargon, technical terms, and complex language facilitates understanding among culturally diverse communities. Communication materials should be written in plain language, with visuals and illustrations, to ensure accessibility and inclusivity.

Establish Partnerships and Community Engagement: Building strong relationships with culturally diverse communities through partnerships and community engagement is vital. Involving community leaders, organizations, and cultural brokers in the planning, decision-making, and communication processes enhances community trust, engagement, and the effectiveness of emergency communication.

Utilize Interpreters and Translations: Employing professional interpreters and translators can help overcome language barriers. It is crucial to provide accurate translations of emergency messages, ensuring that culturally appropriate terminology and context are maintained.

Effective communication is the cornerstone of successful emergency management in culturally diverse communities. By acknowledging and addressing the unique communication challenges, investing in cultural competence, and fostering meaningful community engagement, emergency management actors can bridge the communication gap and create a more inclusive and resilient emergency response. Building trust, tailoring messages, and utilizing diverse communication channels are vital steps towards ensuring the safety, well-being, and equitable treatment of culturally diverse communities during emergencies. Together, we can create a future where effective communication becomes the bridge that unites us in times of crisis.

5.2.4 Intermediation

Intermediation refers to the role of young interactive bridges as intermediaries between different stakeholders. In this module, participants will learn how to navigate between culturally diverse communities, local residents, and emergency management authorities. They will develop skills in mediating conflicts, facilitating negotiations, and finding common ground among different parties. Through practical simulations and role-plays, participants will enhance their ability to bridge gaps, mediate disputes, and foster collaboration for effective emergency response and recovery.

Intermediaries serve as effective communicators between different stakeholders. They understand the cultural nuances and can translate complex information into easily understandable terms for diverse communities. By conveying messages accurately and ensuring mutual comprehension, intermediation enhances communication and promotes effective coordination during emergency situations.

Intermediaries have the opportunity to establish trust and build relationships with both culturally diverse communities and emergency management authorities. Through their consistent presence, active listening, and empathy, intermediaries can foster a sense of

trust, making it easier for all parties to collaborate and work towards common goals. Trust is vital for effective emergency management, as it encourages cooperation and cooperation.

Cultural and linguistic differences can create barriers in emergency management. Intermediaries with a deep understanding of different cultures and languages can effectively navigate these barriers and bridge the communication gap. They can help ensure that critical information, instructions, and resources are appropriately conveyed and understood by all, regardless of their cultural or linguistic background.

In emergency situations, conflicts and disputes can arise between communities, residents, and authorities. Intermediaries play a key role in mediating these conflicts, facilitating dialogue, and finding mutually acceptable solutions. By promoting understanding, empathy, and compromise, intermediaries can help prevent escalation and maintain a harmonious environment for effective emergency response.
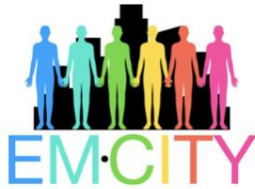
Intermediation encourages cultural sensitivity and promotes inclusivity. Intermediaries are well-versed in the cultural norms, values, and practices of diverse communities, which enables them to navigate cultural sensitivities appropriately. By respecting and valuing cultural diversity, intermediaries contribute to a more inclusive and equitable emergency management process.

Intermediaries can help ensure that culturally diverse communities have equal access to emergency services, resources, and support. They act as advocates, bridging the gap between communities and authorities to address specific needs and challenges faced by culturally diverse groups. By identifying and addressing barriers, intermediaries contribute to more equitable and effective emergency response efforts.

5.2.5 Problem Solving & Decision Making & Critical Thinking

This part will equip participants with essential techniques and strategies to analyze complex problems, evaluate potential solutions, and make informed decisions. They will learn how to think critically, consider multiple perspectives, and apply logical reasoning in high-pressure situations. Through case studies and interactive exercises, participants will develop their problem-solving and decision-making skills, enhancing their ability to respond effectively in emergency scenarios.

In emergency situations, quick and effective decision making is crucial. Emergency management authorities, responders, volunteers need to assess the situation, evaluate available options, and make informed decisions promptly. Problem-solving and critical thinking skills enable individuals to analyze complex situations, consider different perspectives, and weigh the potential consequences of each decision. This helps in making well-informed choices that can minimize risks and maximize the efficiency of emergency response efforts.

Critical thinking allows individuals to identify and understand the underlying challenges and complexities of an emergency situation. It helps in analyzing the root causes, assessing risks, and exploring potential solutions. By using problem-solving skills, emergency management personnel can develop strategies to address challenges effectively, overcome obstacles, and adapt to evolving circumstances.

During emergencies, resources such as personnel, equipment, and supplies are often limited. Problem-solving and decision-making skills enable emergency management authorities to allocate resources efficiently and effectively. By critically evaluating the needs and priorities of the situation, they can make decisions that optimize the use of available resources, ensuring that they are utilized where they are most needed.

Critical thinking skills are crucial for conducting risk assessments and identifying potential hazards in emergency situations. By analyzing the situation and considering various factors, emergency management authorities can assess the level of risk and develop strategies to mitigate and manage those risks. This involves identifying vulnerabilities, implementing preventive measures, and making decisions that prioritize the safety and well-being of the affected communities.

Problem-solving and decision-making skills also play a significant role in facilitating collaboration and coordination among different stakeholders involved in emergency management. These skills help in identifying common goals, resolving conflicts, and finding mutually agreeable solutions. Effective decision making based on critical thinking enables authorities to establish clear communication channels, allocate responsibilities, and foster a collaborative environment that enhances the overall response efforts.

Problem-solving and critical thinking skills encourage a continuous improvement mindset within emergency management. By analyzing the effectiveness of response strategies, evaluating outcomes, and learning from past experiences, authorities can identify areas for improvement and make informed decisions to enhance future emergency response efforts. This iterative process helps in building resilience, adapting to changing circumstances, and continuously improving the effectiveness of emergency management practices.

5.2.6 Social entrepreneurship/Activism

In this part, participants will explore the concepts of social entrepreneurship and activism and how they can be applied in the context of emergency management. They will learn about innovative approaches, community engagement strategies, and sustainable solutions to address the needs of culturally diverse communities. Through interactive discussions and guest speaker sessions, participants will be inspired to become change-makers and create lasting social impact.

Social entrepreneurship/activism empowers communities by encouraging active participation, collaboration, and ownership in addressing their own needs and challenges. It promotes a sense of agency and resilience among community members, enabling them to

take initiative, identify innovative solutions, and contribute to the overall well-being of their community during and after emergencies.

Social entrepreneurship/activism recognizes the value of local knowledge and expertise. By involving community members as social entrepreneurs or activists, EM-CITY can tap into their deep understanding of the local context, culture, and needs. This local knowledge can greatly enhance the effectiveness and appropriateness of emergency management strategies, ensuring that they are tailored to the specific requirements of the community.

Social entrepreneurship/activism encourages collaboration and partnerships between various stakeholders, including community members, local organizations, government agencies, and emergency management authorities. By fostering these relationships, EM-CITY can leverage diverse perspectives, resources, and expertise to develop comprehensive and sustainable solutions for emergency situations. This collaborative approach ensures that the response efforts are inclusive, responsive, and aligned with the needs of the community.

Social entrepreneurship/activism promotes innovative thinking and creative problem-solving. It encourages individuals to challenge conventional approaches, explore new ideas, and develop innovative solutions to address the complex challenges of emergency situations. By embracing social entrepreneurship/activism within EM-CITY, new and adaptive approaches can be identified and implemented, leading to more effective and efficient emergency management practices.

Social entrepreneurship/activism emphasizes the importance of sustainability and long-term impact. Rather than relying solely on short-term emergency responses, it seeks to develop sustainable solutions that address the root causes of vulnerabilities and build resilience within the community. By integrating social entrepreneurship/activism principles into EM-CITY, the focus shifts towards fostering lasting change, community development, and building capacities that can withstand future emergencies.

Social entrepreneurship/activism contributes to community resilience by promoting self-reliance, social cohesion, and preparedness. It empowers communities to become active participants in their own resilience-building processes, enabling them to adapt, recover, and bounce back stronger from emergencies. By nurturing a culture of social entrepreneurship/activism, EM-CITY can foster community resilience, reduce vulnerabilities, and enhance the overall preparedness and response capacities of the community.

5.3 Key Guidelines for Facilitating the Stereotypes and Communication Sessions
Create a Safe and Inclusive Space:
Set the tone for the session by establishing a safe and inclusive environment where participants feel comfortable expressing their thoughts and opinions. Emphasize the importance of respectful and non-judgmental communication throughout the session.

Encourage Active Participation:
Encourage active participation from all participants to foster diverse perspectives and experiences. Create opportunities for open discussions, group activities, and sharing personal stories to deepen understanding and challenge assumptions.

Use Thought-Provoking Materials:
Select thought-provoking materials such as case studies, videos, or real-life examples that highlight the impact of stereotypes on emergency communication. These materials should encourage participants to critically analyze stereotypes and their implications.

Foster Self-Reflection:
Guide participants in reflecting on their own biases, assumptions, and stereotypes. Encourage self-reflection through individual or group exercises that prompt participants to examine their own attitudes and beliefs, fostering personal growth and awareness.

Facilitate Constructive Dialogue:
Manage discussions effectively by ensuring that all participants have the opportunity to speak and be heard. Encourage active listening, respectful questioning, and constructive feedback to facilitate meaningful dialogue and learning.

Promote Empathy and Cultural Sensitivity:
Highlight the importance of empathy and cultural sensitivity in challenging stereotypes. Encourage participants to view situations from diverse perspectives and consider the impact of stereotypes on different communities.

Provide Action-Oriented Strategies:
Offer practical strategies for participants to challenge and address stereotypes in their own lives and work as interactive bridges during emergencies. Guide them in developing action plans that promote inclusive communication and collaboration.

As a facilitator of the stereotypes session, your role is vital in creating a transformative learning experience for participants. By fostering inclusive dialogue, promoting critical reflection, and providing actionable strategies, you can empower participants to challenge stereotypes, promote inclusivity, and contribute to more effective emergency communication within diverse communities. Your facilitation skills will play a key role in shaping participants' understanding and inspiring them to take meaningful action towards breaking down stereotypes.

5.4 Examples of the Activities/Techniques to be Used in the Session

Activity 5.1 Group Discussion on the Role of Young People as Interactive Bridges in Emergency Situations

Aim of the activity/technique: The aim of this group discussion activity is to engage participants in exploring and discussing the role of young people as interactive bridges in emergency situations. It aims to promote a deeper understanding of the unique contributions, challenges, and strategies associated with this role.

Duration: 10-15 minutes

Preparation/Materials/Equipment:
- Prepare discussion questions related to the role of young people as interactive bridges in emergency situations (as provided in the previous response).
- Arrange the participants into small groups of 4-6 people.
- Provide each group with a flip chart or whiteboard and markers for capturing their discussion points.

Outcomes of the activity:
Knowledge:
- Understanding the concept of young people as interactive bridges in emergency situations.
- Awareness of the specific role and responsibilities of interactive bridges.
- Knowledge of different stakeholders involved in emergency response and the importance of collaboration among them.
- Familiarity with the challenges and barriers young people may face in their role as interactive bridges.
- Knowledge of strategies and approaches for effective partnership building and collaboration.

Skills:
- Communication skills: Participants will enhance their ability to express ideas clearly, actively listen to others, and engage in constructive dialogue.
- Critical thinking skills: Participants will develop their ability to analyze complex situations, evaluate different perspectives, and generate creative solutions.
- Collaboration and teamwork skills: Participants will learn to work effectively in groups, share responsibilities, and contribute to collective decision-making.
- Problem-solving skills: Participants will explore potential challenges and brainstorm practical solutions related to their role as interactive bridges.
- Cultural competency: Participants will develop an understanding of different cultural backgrounds and learn how to navigate cultural diversity in collaborative settings.

Attitudes:
- Empathy and understanding: Participants will cultivate an empathetic mindset towards the needs and perspectives of diverse stakeholders.
- Open-mindedness: Participants will embrace different ideas, perspectives, and approaches during discussions and value the contributions of others.
- Proactivity and initiative: Participants will be encouraged to take initiative and actively seek opportunities to bridge gaps and foster collaboration during emergencies.

- Confidence: Participants will gain confidence in their abilities to contribute as interactive bridges and make a positive impact in their communities.
- Appreciation for teamwork and partnerships: Participants will recognize the value of teamwork and effective partnerships in achieving successful outcomes during emergency situations.

Instructions/Suggestions:
1. Divide participants into small groups of 4-6 people.
2. Explain that the purpose of the group discussion is to explore and discuss the unique role of young people as interactive bridges in emergency situations.
3. Start the discussion by providing a brief overview of the concept of interactive bridges and their significance in fostering cooperation and synergy among culturally diverse communities, local residents, and emergency management authorities.
4. Encourage participants to share their thoughts, insights, and experiences related to the following discussion questions:
   - In your opinion, what does it mean to be a young person as an interactive bridge in emergency situations?
   - What are some specific examples or scenarios where young people can serve as effective bridges between different stakeholders during emergencies?
   - What are the key skills and qualities that young people can bring to the table as interactive bridges?
   - How can young people effectively collaborate with culturally diverse communities, local residents, and emergency management authorities to address the challenges in emergency situations?
   - What are some potential barriers or conflicts that young people may encounter in their role as interactive bridges, and how can they overcome them?
   - How can young people promote trust, communication, and shared goals among diverse stakeholders in emergency situations?
   - What are some innovative approaches or strategies that young people can employ to build effective partnerships and achieve successful outcomes?
   - How can young people advocate for the needs and concerns of different communities during emergencies while maintaining a balanced and inclusive approach?
   - How can the role of young people as interactive bridges be further supported and encouraged by organizations and authorities involved in emergency management?
5. Encourage participants to actively listen to each other's perspectives and experiences, and to build upon and expand the ideas shared within their groups.
6. After the allotted time, reconvene as a whole group and invite each group to share the key insights and highlights from their discussions.

7. Facilitate a broader discussion by asking follow-up questions, encouraging participants to reflect on the common themes and challenges identified across different groups.
8. Summarize the key takeaways from the discussion and emphasize the importance of young people's roles as interactive bridges in fostering collaboration, teamwork, and effective partnerships during emergency situations.
9. Conclude the discussion by encouraging participants to apply the insights gained to their own lives and consider how they can contribute as interactive bridges in their communities during emergencies.

Activity 5.2 Stereotype Walk

Aim of the activity: To raise awareness about stereotypes and promote critical thinking among young people acting as interactive bridges in emergency situations.

Duration: 30-45 minutes

Materials/Equipment:
- Index cards or small pieces of paper
- Pens or markers for participants

Outcomes of the activity:

Knowledge:

- Participants will gain awareness and knowledge about stereotypes and their impact on individuals and communities.
- They will understand the concept of stereotype threat and how it can affect individuals' performance and well-being.
- Participants will learn about different types of stereotypes prevalent in society and the harmful effects they can have on marginalized groups.

Skills:

- Participants will develop critical thinking skills by reflecting on their own biases and assumptions.
- They will enhance their communication skills through discussions and sharing their perspectives with others.
- Participants will practice empathy and perspective-taking by putting themselves in the shoes of individuals who experience stereotypes.
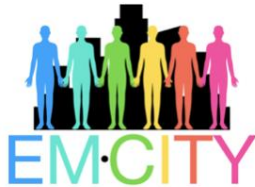
Attitudes:

- The activity may foster a sense of empathy and understanding among participants as they gain insights into the experiences of marginalized groups.
- Participants may become more aware of their own biases and strive to challenge and overcome them.
- The activity can promote a more inclusive and respectful attitude towards diversity and encourage participants to actively combat stereotypes in their daily lives.

Instructions/suggestions:
1. Introduction (5 minutes):
- Begin by explaining the concept of stereotypes and their impact on individuals and communities.
- Discuss how stereotypes can influence perceptions, communication, and collaboration in emergency situations.
- Emphasize the importance of recognizing and challenging stereotypes to foster understanding and effective partnerships.
2. Stereotype Identification (10 minutes):

- Distribute index cards or small pieces of paper to each participant.
- Instruct participants to think of a stereotype related to a specific cultural, ethnic, or social group.
- They should write down the stereotype on their index card, ensuring it remains confidential and anonymous.
- Encourage participants to consider stereotypes associated with gender, age, profession, religion, nationality, etc.
3. Stereotype Walk (15 minutes):
- Ask participants to stand up and form a large circle in the room or outdoor area.
- Explain that you will read out a series of statements or characteristics related to stereotypes.
- Participants should walk towards the center of the circle if the statement applies to them based on their own experiences or beliefs.
- Read out the statements one by one, allowing participants enough time to reflect and move accordingly.
- Example statements: "I have been stereotyped based on my appearance," "I have encountered stereotypes about my cultural background," "I have witnessed stereotypes affecting collaboration in emergency situations," etc.
4. Reflection and Discussion (10 minutes):
- After the stereotype walk, bring the participants back to the circle and facilitate a reflective discussion.
- Ask participants to share their observations, feelings, and thoughts about the activity.
- Encourage them to discuss the impact of stereotypes on personal experiences, relationships, and emergency response efforts.

- Prompt questions such as: How did it feel to encounter stereotypes or witness their effects? What are the consequences of stereotypes in emergency situations? How can we challenge stereotypes and promote inclusivity?
5. Counter-Stereotype Challenge (5 minutes):
- Conclude the activity by inviting participants to think of one counter-stereotype for the stereotype they wrote down earlier.
- Instruct them to write the counter-stereotype on the back of their index card or on a separate piece of paper.
- Emphasize the importance of promoting positive alternative perceptions and breaking down stereotypes.
6. Closing Remarks:
- Thank participants for their active participation and willingness to explore stereotypes.
- Summarize the key insights and takeaways from the activity.
- Encourage participants to carry their newfound awareness and commitment to challenging stereotypes into their roles as interactive bridges in emergency situations.

Note: As a facilitator, ensure a respectful and inclusive atmosphere throughout the activity. Remind participants that personal experiences and feelings shared during the activity should be respected and kept confidential. Encourage open-mindedness, empathy, and constructive dialogue.

Activity 5.3 Stereotype Role-Play

Aim of the activity: To promote empathy, understanding, and critical thinking about stereotypes among young people acting as interactive bridges in emergency situations.
Duration: 60 minutes
Materials/Equipment:
- Index cards or small slips of paper
- Pens or markers for participants
- Hats or props representing different roles or identities (optional)

Outcomes of the Activity:
Knowledge:
- Increased understanding of different stereotypes and the impact they can have on individuals and communities.
- Knowledge of the underlying biases and misconceptions that contribute to the formation of stereotypes.
- Awareness of the potential harm caused by perpetuating stereotypes during emergency situations.
- Knowledge of the role that young people as interactive bridges can play in challenging stereotypes and promoting inclusivity.

Skills:
- Enhanced ability to take on different perspectives and empathize with others.

- Improved communication and active listening skills through engaging in role-play scenarios.
- Strengthened critical thinking skills in recognizing and questioning stereotypes.
- Skill development in responding effectively to stereotype-based situations and addressing them constructively.

Attitudes:
- Increased sensitivity and awareness of the impact of stereotypes on individuals and communities.
- Heightened empathy and understanding towards those who are affected by stereotypes.
- Greater self-awareness of personal biases and a commitment to challenging and overcoming them.
- Cultivation of a more inclusive and accepting attitude towards diverse individuals and cultures.
- Motivation to actively combat stereotypes, promote dialogue, and foster a more inclusive environment during emergency situations.

Instructions/Suggestions:
1. **Introduction (10 minutes):**

- Start by explaining the purpose of the activity: to explore stereotypes and their impact on individuals and communities.
- Discuss the importance of recognizing and challenging stereotypes for effective communication and collaboration in emergency situations.
- Emphasize the goal of promoting empathy and understanding among participants.
2. **Stereotype Identification (15 minutes):**

- Distribute index cards or small slips of paper to each participant.
- Instruct participants to write down a stereotype they have encountered or heard about related to a specific cultural, ethnic, or social group.
- Encourage them to be sensitive and respectful while sharing stereotypes, reminding them that the focus is on understanding and challenging stereotypes rather than reinforcing them.
3. **Role-Play Preparation (10 minutes):**

- Explain that participants will engage in role-play activities to challenge stereotypes.
- Ask participants to fold their index cards and place them in a container or hat.
- If available, distribute hats or props representing different roles or identities (e.g., occupations, cultural backgrounds).
- Instruct participants to randomly select an index card from the container and a hat or prop.
4. **Role-Play Activity (20 minutes):**
- Divide participants into pairs or small groups, ensuring a diverse mix of roles or identities.

- Instruct each pair or group to develop a short role-play scenario based on the stereotypes they received and the roles they selected.
- Encourage them to create a realistic situation that challenges the stereotypes and promotes understanding and collaboration.
- Allow participants sufficient time to plan and rehearse their role-plays.

5. **Role-Play Presentations (15 minutes):**

- Ask each pair or group to perform their role-play in front of the larger group.
- After each presentation, open the floor for discussion and reflection.
- Encourage participants to share their observations, emotions, and insights about the role-plays.
- Discuss the impact of stereotypes on communication, teamwork, and effective partnerships in emergency situations.

6. **Reflection and Discussion (10 minutes):**

- Facilitate a group discussion about the role-plays and their implications.
- Encourage participants to reflect on how stereotypes can hinder or facilitate cooperation and understanding.
- Prompt questions such as: How did the role-plays challenge stereotypes? What did you learn from participating or observing? How can we apply these insights to our roles as interactive bridges in emergency situations?

7. **Closing Remarks:**

- Thank participants for their active participation and engagement in exploring stereotypes.
- Summarize the key learnings and encourage participants to continue challenging stereotypes and promoting inclusivity in their interactions and partnerships.
- Reinforce the importance of empathy, understanding, and critical thinking in overcoming stereotypes and fostering effective collaboration.

Note: As a facilitator, ensure a supportive and respectful environment during the role-plays and discussion. Remind participants to approach the activity with sensitivity and empathy. Encourage constructive feedback and dialogue, and intervene if any stereotypes or biases emerge during the role-plays.

Activity 5.4 Telephone Game

Aim of the activity: To highlight the importance of clear and accurate communication in emergency situations and the potential for miscommunication.
Duration: 15-20 minutes
Materials/Equipment:
- Small pieces of paper or index cards
- Pens or markers

Outcomes of the Activity:
Knowledge:

- Understanding the potential for miscommunication and how it can occur in emergency situations.
- Knowledge of the importance of clear and accurate communication for effective emergency response.
- Awareness of the impact of stereotypes, assumptions, and biases on communication.

Skills:
- Improved active listening skills as participants need to accurately hear and relay the message.
- Enhanced verbal communication skills in relaying information clearly and succinctly.
- Development of critical thinking skills to assess the accuracy of the received message.

Attitudes:
- Increased awareness of the need for empathy and sensitivity in communication to prevent misunderstandings.
- Appreciation for the value of effective communication in building trust and fostering cooperation during emergencies.
- Heightened motivation to practice and improve communication skills in emergency response scenarios.

Instructions/Suggestions:
1. Begin by explaining the importance of effective communication in emergency situations and how miscommunication can lead to misunderstandings and potential risks.
2. Divide the participants into two or more teams, depending on the group size.
3. Provide each team with a set of small pieces of paper or index cards and pens/markers.
4. Instruct each team to form a line or sit in a circle.
5. Whisper a simple emergency-related message or phrase (e.g., "There is a fire in the building") into the ear of the first person in each team. Make sure no other team members can hear the message.
6. The first person in each team then whispers the message they heard to the next person in line or circle, and so on, until it reaches the last person.
7. The last person in each team writes down or verbally shares the message they received.
8. Compare the final message with the original message and discuss the differences and potential misinterpretations that occurred.
9. Facilitate a group discussion to reflect on the activity:
10. How did the message change as it passed from one person to another?
11. What were some common reasons for the miscommunication?
12. What strategies can be used to ensure clear and accurate communication in emergency situations?
13. How can effective communication contribute to better coordination and decision-making during emergencies?
14. Repeat the activity with different messages or phrases to provide more opportunities for practice and discussion.

Activity 5.5 Storytelling Circle

Aim of the activity: to develop effective communication skills among participants.

Duration: 20-30 minutes

Materials/Equipment: No need

Outcomes of the activity:
Knowledge:
- Understanding the importance of active listening in effective communication.
- Knowledge of the role of storytelling in conveying messages and engaging an audience.
- Awareness of the impact of nonverbal communication cues on understanding and interpretation.

Skills:
- Improved active listening skills as participants need to pay attention to what others are saying to contribute effectively to the story.
- Enhanced verbal communication skills in articulating ideas, adding to the narrative, and maintaining coherence.
- Development of collaboration skills as participants build on each other's contributions to create a cohesive story.

Attitudes:
- Increased appreciation for the value of effective communication in conveying messages and building connections.
- Improved empathy and understanding as participants listen to and respect the ideas and contributions of others.
- Heightened confidence in expressing ideas and engaging in group discussions.

Instructions:
1. Arrange the chairs in a circle, facing inward, so that all participants can see and hear each other.
2. Explain to the participants that they will be engaging in a storytelling activity where each person will contribute to creating a story.
3. Choose a theme or topic for the story, such as "Survival in a Disaster" or "Community Resilience."
4. Start the storytelling circle by providing an opening sentence or phrase related to the chosen theme.
5. The participant sitting next to you continues the story by adding a sentence or two.
6. Each participant, in turn, adds to the story by building on what the previous person said.

7. Encourage participants to be creative, imaginative, and to actively listen to the contributions of others.
8. The story continues around the circle until it reaches the starting point, or until a designated endpoint is reached.
9. Once the story is complete, facilitate a group discussion to reflect on the communication dynamics during the activity.

Activity 5.6 Negotiation Simulation

The aim of this activity: to develop participants' skills in intermediation and negotiation by engaging them in a simulated negotiation scenario. Participants will have the opportunity to practice their intermediation skills by facilitating communication and reaching agreements between different parties.
Duration: 30-45 minutes
Materials/Equipment:
- Scenario briefs or role-play cards describing the negotiation scenario for each participant or group.
- Flipchart or whiteboard and markers for capturing key points and agreements.
- Timer or stopwatch to keep track of time.

Outcomes of the activity:

Knowledge:
- Participants will gain a deeper understanding of intermediation as a vital skill in emergency situations and the importance of effective communication and conflict resolution.

Skills:
- Participants will enhance their intermediation skills, including active listening, problem-solving, negotiation, and facilitation. They will also develop skills in managing conflicts, finding common ground, and reaching mutually beneficial agreements.

Attitude:
- Participants will develop a positive attitude towards intermediation, recognizing its potential to bridge gaps, build trust, and foster effective partnerships. They will become more confident in their ability to mediate and facilitate communication in challenging situations.

Instructions/Suggestions:

1. Prepare the negotiation scenario: Create a realistic and challenging negotiation scenario related to emergency situations where intermediation skills are crucial. Provide each participant or group with a scenario brief or role-play card that outlines their role, interests, and objectives.

2. Explain the rules and objectives: Clearly explain the rules of the negotiation simulation and the objectives participants need to achieve. Emphasize the importance of intermediation skills, such as active listening, problem-solving, and finding mutually beneficial solutions.

3. Divide participants into groups: Divide participants into small groups of 3-4 people, ensuring that each group represents different stakeholders or parties involved in the negotiation. If there are a limited number of participants, you can also conduct the simulation one-on-one.

4. Start the negotiation simulation: Allow participants some time to review their scenario briefs and understand their roles. Then, initiate the negotiation simulation by setting a specific issue or problem for the parties to resolve. Encourage participants to engage in active communication, express their interests, listen to others, and work towards finding common ground.

5. Facilitate the negotiation process: As the facilitator, observe the negotiation process and intervene when necessary. Encourage participants to employ intermediation techniques such as summarizing key points, reframing perspectives, and proposing creative solutions. Help them manage conflicts, maintain a respectful atmosphere, and guide the negotiation towards productive outcomes.

6. Debrief and discuss outcomes: After the negotiation simulation, gather participants together for a debriefing session. Discuss the outcomes of the negotiation, the challenges faced, and the strategies used. Reflect on the effectiveness of intermediation techniques and identify lessons learned.

7. Identify key takeaways: Summarize the key takeaways from the activity, highlighting the importance of intermediation skills in fostering collaboration and resolving conflicts in emergency situations. Encourage participants to apply these skills in real-life scenarios.

Activity 5.7 Decision Matrix
Aim of the activity: to enhance participants' problem-solving, decision-making, and critical thinking skills by using a decision matrix to evaluate and prioritize different options in emergency situations. This activity encourages participants to think systematically, consider multiple factors, and make informed decisions.
Duration: Approximately 30 minutes.
Materials/Equipment:
● Flipchart or whiteboard with markers.
● Sticky notes or index cards.
● Pens or markers for participants.
Outcomes of the activity:
Knowledge:
● Understanding of the decision-making process and its importance in emergency situations.
● Familiarity with different decision criteria and their relevance in evaluating options.
● Knowledge of how to use a decision matrix to structure and analyze complex decisions.

Awareness of the potential consequences and impact of decisions made during emergencies.

Skills:
- Improved problem-solving skills through the systematic evaluation of options.
- Enhanced critical thinking skills by considering multiple criteria and weighing their importance.
- Ability to effectively use a decision matrix to organize and compare different options.
- Skill development in evaluating and scoring options based on defined criteria.
- Collaboration skills through group discussions and collective decision-making.

Attitudes:
- Increased confidence in making informed decisions in emergency situations.
- Enhanced awareness of the need for a structured approach to decision-making.
- Openness to considering different perspectives and criteria when evaluating options.
- Appreciation for the importance of critical thinking and problem-solving in emergency response.
- Development of a proactive and analytical mindset for addressing challenges in emergencies.

Instructions/Suggestions:

- Introduce the activity: Explain the purpose of the activity and its connection to problem-solving, decision-making, and critical thinking in emergency situations. Emphasize that participants will be using a decision matrix to evaluate different options and make informed choices.
- Define the decision: Clearly state the decision that participants will be working on. It could be a hypothetical emergency situation or a real-life example relevant to the training.
- Identify decision criteria: Facilitate a group discussion to identify the key criteria that should be considered when making the decision. These criteria could include factors such as safety, feasibility, resources required, impact, and effectiveness. Write down the criteria on the flipchart or whiteboard.
- Generate options: Ask participants to brainstorm and generate different options or courses of action that could address the given decision. Write each option on a separate sticky note or index card.
- Create a decision matrix: Draw a decision matrix on the flipchart or whiteboard. The matrix should have the decision criteria listed as column headers and the options listed as row headers. Leave enough space in each cell for participants to evaluate and score each option.
- Evaluate options: Distribute the sticky notes or index cards with the options to the participants. Instruct them to individually evaluate and score each option based on the defined criteria. They should consider the importance of each criterion and rate the options accordingly. Provide a scale, such as 1-5 or 1-10, for scoring.
- Calculate scores and make decisions: Once participants have completed their evaluations, ask them to tally up the scores for each option. Encourage them to

discuss their evaluations and any differences in scoring within their groups. Based on the scores, participants can identify the option(s) with the highest overall rating and make a collective decision.

● Group discussion: Facilitate a group discussion to reflect on the decision-making process. Ask participants to share their insights, challenges encountered, and lessons learned. Encourage them to discuss the importance of considering multiple criteria, the rationale behind their choices, and the potential impact of their decisions in emergency situations.

Activity 5.8 Inclusive Social Impact Pitch

Aim of the activity: to develop participants' skills in pitching social impact projects or ideas with a specific focus on promoting inclusion. It allows them to refine their communication skills, convey their vision effectively, and gain support for their initiatives while ensuring inclusivity for all members of society.

Duration: 45-60 minutes
● Materials/Equipment:
● Flipchart or whiteboard
● Markers or pens
● Timer
● Optional: Projector or screen for multimedia presentations
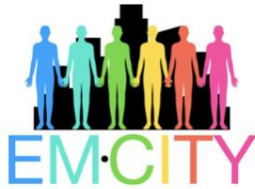
Outcomes of the activity:

Knowledge:
● Understanding of the importance of inclusion in social impact projects.
● Knowledge of effective pitching techniques and strategies with a focus on inclusivity.
● Awareness of the barriers and challenges faced by marginalized communities and how they can be addressed through entrepreneurship and activism.

Skills:
● Communication skills in delivering concise and compelling pitches that highlight the inclusive aspects of projects.
● Presentation skills, including clarity, confidence, and engaging delivery, while considering accessibility for all participants.
● Active listening and providing constructive feedback, particularly in relation to inclusivity.

Attitudes:
● Increased awareness of the need for inclusion in social entrepreneurship/activism.
● Motivation to promote inclusivity in project development and implementation.
● Appreciation for the value of diverse perspectives and the power of inclusive approaches in creating positive social change.
● Commitment to designing projects that consider and address the specific needs of marginalized communities.

Instructions/Suggestions:

1. Introduction (10 minutes):

● Explain the concept of social entrepreneurship/activism with a focus on inclusion and its significance in creating a more equitable society.
● Share examples of successful social impact projects or ventures that prioritize inclusion and their outcomes.
2. Project Selection (10 minutes):
● Ask participants to individually select a social issue related to inclusion that they are passionate about or a project that promotes inclusivity.
● Each participant should write down their chosen project or idea.
3. Project Development (20 minutes):

● Divide participants into pairs or small groups.
● Instruct each pair/group to discuss and develop their project or idea further, focusing on how it promotes inclusion and addresses barriers or challenges faced by marginalized communities.
● Encourage them to consider the target audience or beneficiaries, the potential impact on inclusion, and the implementation strategy, keeping in mind the principles of diversity, equity, and accessibility.
4. Pitch Preparation (10 minutes):
● Explain that each participant will have a set amount of time to pitch their inclusive project to the rest of the group.
● Instruct participants to prepare a concise pitch highlighting the problem, their solution, the impact on inclusion, and any unique aspects of their project.
● Encourage them to use visual aids or multimedia presentations if available, ensuring that the content is accessible to all participants.
5. Pitch Presentations (10-15 minutes):
● Provide each participant with a specific time limit (e.g., 2-3 minutes) to deliver their pitch.
● Use a timer to ensure each participant stays within their allotted time.
● Encourage active listening and provide feedback or ask clarifying questions after each pitch, focusing on the inclusive elements of the presented projects.
6. Reflection and Discussion (10 minutes):
● After all the pitches, facilitate a group discussion on the presented inclusive projects.
● Encourage participants to share their thoughts, provide constructive feedback, and ask questions, specifically relating to the inclusivity aspects of the projects.
● Discuss the potential impact of the projects in promoting inclusion and explore opportunities for collaboration or support.
7. Conclusion:
● Summarize the importance of inclusive approaches in social entrepreneurship/activism and their potential for creating positive change.

- Emphasize the significance of refining ideas, articulating them clearly, and gaining support for social impact initiatives that prioritize inclusion.
- Encourage participants to continue developing their inclusive projects and consider the diverse needs of marginalized communities.

5.4 Useful links

The following guidelines could be useful for understanding the concept of CALD communities and emergency management:

https://knowledge.aidr.org.au/media/1969/manual-44-guidelines-for-emergency-management-in-cald-communities.pdf

https://www.undrr.org/publication/sendai-framework-disaster-risk-reduction-2015-2030

Mitchell, L. (2003). Guidelines for emergency managers working with culturally and linguistically diverse communities. Australian Journal of Emergency Management, The, 18(1), 13-18. **https://search.informit.org/doi/abs/10.3316/INFORMIT.376944415766551**

The following website could be useful to have more information on communication in multicultural situations:

https://www.pon.harvard.edu/daily/leadership-skills-daily/how-to-negotiate-in-cross-cultural-situations/

The following web platform could be useful to have more information on non formal training methods, tools and also for joining non formal training organized under Erasmus+ program:

https://www.salto-youth.net/tools/toolbox/

5.5 Evaluation

https://forms.gle/UTLSx115Hx1N9yMTA

MODULE 6. CROSS CULTURAL COMMUNICATION

Duration of Module: 4h

The aim of this module is to improve the overall emergency management response and preparedness for Culturally and Linguistically Diverse communities by emphasizing the importance of cross-cultural communication and providing participants with the knowledge and skills necessary to navigate diverse cultural contexts effectively.

Learning Objectives
1. Understand the importance of cross-cultural communication in emergency management.
2. Providing theoretical background regarding cross cultural communication
3. Recognize the influence of culture and language on communication within and between communities.

4. Identify strategies for effective communication within a culture and between different cultures.
5. Challenge stereotypes and biases that may hinder effective cross-cultural communication.
6. Develop negotiation skills to facilitate cooperation and collaboration in diverse emergency management contexts.

Learning activities/teaching methods

icebreakers, case studies, role-plays, group discussions

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6.1 Cross-cultural Communication
Cross-cultural communication can be defined as the exchange of information, ideas, and meanings between individuals or groups from different cultural backgrounds. It involves navigating and understanding the complexities of cultural differences in order to effectively communicate and interact with people from diverse cultural contexts. Cross-cultural communication encompasses both verbal and nonverbal communication and requires sensitivity, adaptability, and cultural awareness to bridge potential gaps in understanding and promote mutual understanding and collaboration.

6.1.1 Importance of cultural competence in emergency management
Cultural competence is crucial in emergency management for several reasons:
- Effective Communication: During emergencies, clear and accurate communication is vital for the dissemination of information, instructions, and warnings. Cultural competence helps emergency managers understand and navigate language barriers, cultural nuances, and diverse communication styles to ensure that messages are effectively conveyed to all individuals and communities, regardless of their cultural backgrounds.
- Community Engagement and Trust: Building trust and engaging with diverse communities is essential for effective emergency preparedness, response, and recovery. Cultural competence allows emergency managers to understand and respect the values, beliefs, and practices of different cultural groups, promoting meaningful community engagement and collaboration. When communities feel understood and valued, they are more likely to actively participate in emergency planning, follow safety guidelines, and provide crucial information during crises.

- Addressing Vulnerabilities: Different cultural groups may have unique vulnerabilities and needs during emergencies. Cultural competence enables emergency managers to identify and address these vulnerabilities, ensuring that response plans and resources are inclusive and equitable. It helps in recognizing specific cultural factors that may impact people's ability to evacuate, access medical services, or adhere to certain protocols, thus allowing for tailored approaches that meet the needs of diverse populations.
- Mitigating Disparities: Disasters and emergencies can exacerbate existing social and health disparities. Cultural competence helps emergency managers identify and address disparities related to race, ethnicity, language, socioeconomic status, and other cultural factors. By considering the diverse needs of different communities, emergency management can work towards equitable resource allocation, accessible services, and fair outcomes for all individuals affected by an emergency.
- Enhancing Resilience and Antifragility: Cultural competence contributes to the overall resilience and antifragility spitits of communities. By understanding and incorporating cultural perspectives, emergency managers can tap into existing community networks, resources, and strengths. They can leverage cultural practices, traditional knowledge, and community leadership to foster resilience, response capabilities, and recovery processes that are aligned with the cultural context and preferences of affected populations.

6.1.2 Understanding the role of language and cultural identity

Language and culture play significant roles in shaping and building individual and collective identities. Here's a closer look at their influence:

- Language and Communication: Language is a fundamental aspect of human identity. It enables individuals to express their thoughts, emotions, and experiences, and to communicate with others. The language(s) we speak not only shape our communication abilities but also reflect our cultural background and heritage. Language connects us to our communities and provides a sense of belonging and identity. It helps form bonds with others who share the same language, fostering a collective identity and a sense of cultural unity.
- Cultural Beliefs and Values: Culture encompasses a broad range of beliefs, values, customs, traditions, and behaviors shared by a particular group of people. It shapes how individuals perceive the world, their place in it, and their roles within society. Cultural practices and values are learned through language, as language serves as a carrier of cultural knowledge and facilitates the transmission of cultural norms from one generation to another. Through language, individuals internalize and express cultural beliefs, values, and identities.
- Self-Expression and Self-Identification: Language provides individuals with a tool for self-expression and self-identification. The words we choose, the languages we speak, and the ways we communicate reflect our individual identities and can help us connect with others who share similar experiences or cultural backgrounds.

Language enables individuals to express their unique perspectives, values, and identities, as well as to assert their cultural heritage.

- Socialization and Group Identity: Language and culture play a central role in socialization, the process through which individuals learn the customs, norms, and behaviors of their society or community. Language is the primary means of transmitting cultural knowledge and socializing individuals into their respective cultural groups. By learning the language of their community, individuals acquire the shared symbols, meanings, and social norms that define their group identity. Language is a key factor in shaping one's sense of belonging and identification with a particular culture or community.

- Cultural Diversity and Multilingualism: The coexistence of multiple languages and cultures within a society contributes to its richness and diversity. Individuals who are bilingual or multilingual often navigate between different linguistic and cultural frameworks, which can influence their identity formation. They may develop a multicultural identity, drawing from the various cultures and languages they are exposed to. Language and culture intertwine in complex ways in such individuals, allowing them to bridge multiple identities and foster intercultural understanding.

6.1.3 Communication Within a Culture

Verbal Communication:
- *Direct vs. Indirect Communication:* Cultures differ in their preference for direct or indirect communication. Some cultures value explicit and straightforward communication, while others rely more on indirect and context-dependent communication. Direct communicators tend to be more explicit in expressing their thoughts and opinions, while indirect communicators may use subtle cues, such as nonverbal expressions or context, to convey their messages.

- *Use of Silence:* The use and interpretation of silence can vary across cultures. In some cultures, silence may be valued as a sign of respect, thoughtfulness, or agreement. In contrast, in other cultures, silence may be interpreted as discomfort, disagreement, or lack of engagement. Understanding the cultural meaning and interpretation of silence is crucial for effective communication.

- *Politeness and Formality:* Cultural norms regarding politeness, formality, and hierarchy influence communication styles. Some cultures place a high value on politeness and formal language, using honorifics or specific titles to address others. In contrast, other cultures may adopt a more informal and casual communication style. It is important to be aware of and adapt to the level of formality expected in a given cultural context.

Nonverbal Communication:
- *Body Language and Gestures:* Nonverbal cues such as facial expressions, gestures, and body language vary across cultures. For example, eye contact, physical proximity, hand gestures, and facial expressions can convey different meanings in different cultures. Some cultures may use more expressive and animated gestures,

while others may rely on more subdued or restrained nonverbal cues. Being attentive to these differences can help avoid misinterpretation or offense.

- *Personal Space and Touch:* Cultures have different norms regarding personal space and physical touch. Some cultures may have smaller personal space boundaries and engage in more frequent physical contact during communication, while others may prefer more distance and limited physical touch. Respecting these cultural norms is crucial to ensure comfortable and respectful interactions.
- *Time Orientation:* The perception and value of time vary across cultures. Some cultures prioritize punctuality and efficiency, while others adopt a more relaxed and flexible approach to time. Understanding these differences can help manage expectations and avoid misunderstandings related to time management and scheduling.
- *Facial Expressions and Emotional Display*: Cultural norms regarding the display and interpretation of emotions can differ significantly. Some cultures encourage the open expression of emotions, including joy, sadness, or frustration, while others may value emotional restraint or indirect expression. Awareness of these cultural variations is essential for accurately interpreting and responding to emotional cues.

Cultural norms and communication patterns:

- *Context and Indirectness:* Some cultures rely heavily on contextual cues and indirect communication styles. Messages may be implied rather than explicitly stated. It is important to pay attention to the context, nonverbal cues, and underlying meaning to fully understand the intended message.
- *Directness and Clarity:* In contrast, other cultures prioritize direct and explicit communication. Messages are conveyed in a straightforward manner, leaving little room for interpretation. It is important to adapt to the level of directness expected in a particular cultural context.
- *Hierarchy and Power Distance:* Cultural norms regarding hierarchy and power distance influence communication patterns. In high-power distance cultures, there is a significant power gap between individuals, and communication tends to be more formal and respectful. In low-power distance cultures, there is less emphasis on hierarchy, and communication is generally more egalitarian.
- *Silence and Listening:* The role of silence and listening can vary across cultures. In some cultures, silence is valued and used strategically to convey respect, contemplation, or agreement. Active listening, which involves attentively listening to others without interruption, is also highly valued in many cultures.. Politeness and Etiquette: Cultural norms surrounding politeness and etiquette greatly influence communication. Politeness strategies, such as using appropriate greetings, expressions of gratitude, and honorifics, may vary across cultures. Understanding and respecting these cultural norms contribute to effective cross-cultural communication.
- *Conflict Resolution:* Cultures differ in their approaches to conflict resolution. Some cultures may value direct confrontation and open discussion, while others prioritize

avoiding conflict or resolving issues indirectly. Understanding these cultural approaches to conflict is important for effective conflict resolution in cross-cultural settings.

Building trust and rapport within a culture:

- *Cultural Awareness and Sensitivity:* Develop cultural awareness and sensitivity by educating yourself about the cultural norms, values, and practices of the individuals or groups you are interacting with. This demonstrates respect and a genuine interest in understanding their culture.
- *Active Listening:* Practice active listening by attentively focusing on what the other person is saying. Demonstrate your engagement through verbal and nonverbal cues, such as nodding, maintaining eye contact, and asking clarifying questions. This shows respect and validates the importance of their perspective. Empathy and Understanding: Cultivate empathy and understanding by putting yourself in the shoes of the other person. Seek to understand their experiences, emotions, and perspectives within their cultural context. This helps create a safe and inclusive environment for open communication.
- *Respect for Cultural Differences:* Show respect for cultural differences by embracing diversity and avoiding judgments or stereotypes. Be open-minded and appreciate the unique contributions and perspectives that different cultures bring to the conversation.
- *Adapt Communication Styles:* Adapt your communication style to align with the cultural preferences and norms of the other person or group. This may include adjusting your tone, pace, level of formality, and directness. By demonstrating flexibility and adaptability, you create a more comfortable and collaborative environment.
- *Building Personal Connections:* Take the time to build personal connections beyond the professional context. Share experiences, stories, and interests that help create a sense of common ground and shared understanding. Building personal connections fosters trust and rapport, as it humanizes the communication process.
- *Establishing Clear Intentions:* Be transparent and clear about your intentions and expectations. Clearly articulate your goals, objectives, and desired outcomes of the communication. This helps build trust by ensuring mutual understanding and shared objectives.
- *Follow Through on Commitments:* Honor your commitments and follow through on promises made during the communication process. Consistency and reliability in fulfilling obligations strengthen trust and credibility.
- *Learn and Use Basic Language Phrases:* Learning and using basic language phrases in the other person's native language can demonstrate respect and effort to bridge the communication gap. Simple greetings, thank you, and please go a long way in building rapport.
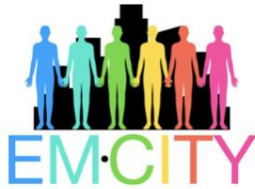
- *Patience and Flexibility:* Cross-cultural communication may require patience and flexibility. Allow for extra time to ensure understanding, and be open to adapting your approach based on the cultural nuances and preferences of the other person.

6.1.4 Communication Between Cultures

Overcoming language barriers

- *Use Simple and Clear Language:* When communicating with someone who has limited proficiency in your language, use simple and clear language. Avoid complex vocabulary, jargon, or slang that may be difficult to understand. Speak slowly and articulate your words clearly.
- *Nonverbal Communication:* Nonverbal cues, such as facial expressions, gestures, and body language, can help convey meaning and facilitate understanding. Use appropriate nonverbal cues to support your verbal communication and enhance comprehension.
- *Visual Aids and Demonstrations:* Utilize visual aids, such as pictures, diagrams, or charts, to illustrate concepts and ideas. Visual representations can enhance understanding and bridge language gaps. Additionally, using demonstrations or hands-on activities can help convey meaning and instructions effectively.
- *Active Listening and Paraphrasing:* Practice active listening by focusing on the speaker, understanding their message, and asking clarifying questions. Paraphrase or repeat the information in your own words to ensure accurate comprehension and demonstrate your engagement in the conversation.
- *Use Translation Tools or Interpreters:* In situations where language differences are significant, consider using translation tools or working with professional interpreters. Translation apps, websites, or bilingual individuals can assist in real-time translation, ensuring accurate and effective communication.
- *Seek Cultural Understanding:* Language is deeply intertwined with culture. Take the time to learn about the cultural norms, customs, and practices of the individuals you are communicating with. This understanding can provide valuable context and help bridge cultural and linguistic gaps.
- *Be Patient and Respectful:* Communicating across language barriers can be challenging, so it is important to be patient and understanding. Allow extra time for communication and avoid rushing or interrupting the conversation. Show respect for the effort the other person is making to communicate, and avoid making assumptions or judgments based on language limitations.
- *Learn Basic Phrases:* Learning a few key phrases in the language of the person you are communicating with can go a long way in building rapport and showing respect. Simple greetings, thank you, and basic conversational phrases can create a positive atmosphere and facilitate better communication.
- *Cultivate a Learning Mindset:* Approach language barriers as an opportunity to learn and grow. Embrace the experience of communicating across languages and cultures,

and be open to feedback and corrections. By continuously improving your language skills and cultural understanding, you can better navigate future language barriers.

Cultural sensitivity and respect:

- *Awareness of Cultural Differences:* Acknowledge that cultural differences exist and that they influence communication styles, values, norms, and behaviors. Be open to learning about different cultures, their histories, traditions, and customs. Approach cultural differences with curiosity and a willingness to understand and appreciate diverse perspectives.
- *Avoid Stereotyping and Generalizations:* Recognize that individuals within a culture may have unique characteristics and experiences that go beyond stereotypes or generalizations. Avoid making assumptions based on stereotypes, and treat each person as an individual with their own unique background and perspective.
- *Respect for Cultural Norms and Values:* Show respect for cultural norms, values, and practices. Be mindful of etiquette, customs, and social norms specific to the culture you are interacting with. Adapting your behavior to align with these cultural norms demonstrates respect and a willingness to engage in a culturally appropriate manner.
- *Use Appropriate Language and Tone:* Be mindful of your language and tone when communicating across cultures. Avoid using offensive or derogatory language, and choose words and phrases that are inclusive and respectful. Adjust your tone to match the cultural expectations for politeness and formality.
- *Avoid Imposing Your Cultural Norms:* Recognize that your own cultural norms and values may differ from those of others. Avoid imposing your cultural perspectives or trying to change someone else's beliefs or practices. Instead, focus on building bridges of understanding and finding common ground for effective communication.

Adapting communication strategies for diverse audiences

- *Understand Cultural Context:* Gain knowledge about the cultural background, values, norms, and communication styles of the audience you are communicating with. Understand the cultural context in which they operate to tailor your communication accordingly.
- *Language Considerations:* If language differences exist, use clear and simple language, avoid jargon or slang, and speak at a moderate pace. Consider using translation services, interpreters, or bilingual individuals to facilitate understanding. Be patient and allow for extra time for comprehension and response.
- *Communication Channels:* Different cultures may prefer different communication channels. Some cultures may rely heavily on face-to-face interactions, while others may prefer written communication or technology-based platforms. Adapt your communication methods to align with the preferred channels of the audience.
- *Strategies considerations:* According to the different culture that you are working with and your communication goal, develop accurate strategies in order to; set a goal,

choose your audience, select the message, respect the different cultural norms that are building social roles in the group.

6.1.5 Stereotypes and Bias

Recognizing and addressing stereotypes in emergency management

- *Cultural Awareness and Education:* Foster cultural awareness and understanding among emergency management personnel through training and education. This includes providing information about different cultures, histories, and experiences to challenge stereotypes and promote cultural sensitivity.
- *Challenge Assumptions:* Encourage individuals involved in emergency management to question their own assumptions and biases. Encourage critical thinking and self-reflection to challenge stereotypes and preconceived notions about specific cultural groups.
- *Promote Diversity and Inclusion:* Actively promote diversity and inclusion within emergency management teams. Ensure that diverse perspectives and experiences are represented in decision-making processes. Embrace the value of diverse backgrounds and perspectives in improving emergency response and communication.
- *Engage with Local Communities:* Build relationships and engage with local communities to understand their unique needs, cultural practices, and communication preferences. Collaborate with community leaders, organizations, and cultural liaisons to ensure culturally appropriate and effective communication during emergencies.
- *Sensitivity to Cultural Practices:* Recognize and respect cultural practices and customs during emergency management activities. Understand that communities may have unique ways of responding to crises or accessing support. Avoid judgment or dismissing practices that may be unfamiliar but are culturally significant.
- *Learning and Improvement:* Encourage continuous learning and improvement in cross-cultural communication within the emergency management field. Stay updated on best practices, research, and evolving cultural dynamics to enhance understanding and address stereotypes effectively.

Unconscious bias and its impact on cross-cultural communication

- *Perception and Interpretation:* Unconscious bias can influence how individuals perceive and interpret information from different cultural groups. Biases may lead to misinterpretations, misjudgments, or stereotyping of others, which can hinder accurate understanding and communication.
- *Stereotyping and Generalizations:* Unconscious bias often leads to the formation of stereotypes and generalizations about specific cultural groups. This can result in assumptions being made about individuals based on their cultural background, leading to biased expectations and judgments.

- *Communication Style and Behavior:* Unconscious bias can affect how individuals communicate with people from different cultures. Biases may lead to favoritism or preference for individuals from one's own culture, leading to different levels of engagement or attention during cross-cultural interactions.
- *Microaggressions:* Unconscious biases can manifest as microaggressions, which are subtle, often unintentional acts or statements that demean or marginalize individuals from different cultural backgrounds. Microaggressions can create a hostile or uncomfortable environment, hindering effective communication and relationship-building.
- *Trust and Rapport:* Unconscious biases can erode trust and rapport in cross-cultural communication. If individuals perceive bias or discrimination, it can impact their willingness to engage in open and honest communication, leading to misunderstandings and a breakdown in relationships.
- *Decision-Making and Resource Allocation:* Unconscious biases can influence decision-making processes, including resource allocation during emergencies. Biases may result in unequal distribution of resources or the exclusion of certain cultural groups from decision-making processes, compromising the effectiveness of emergency response.
- *Self-Awareness and Reflective Practice:* Recognizing and addressing unconscious bias requires self-awareness and reflective practice. Individuals need to be willing to examine their own biases, challenge them, and actively work to mitigate their impact on cross-cultural communication.

Promoting inclusivity and fairness in communication

- *Embrace Diversity:* Value and celebrate diversity in all its forms, including cultural, ethnic, linguistic, and religious diversity. Recognize that diversity brings unique perspectives and strengths to cross-cultural communication.
- *Create a Safe and Inclusive Environment:* Foster an environment where all individuals feel safe, respected, and included. Encourage open dialogue, active listening, and the sharing of diverse viewpoints. Address any discriminatory or biased behaviors promptly and appropriately.
- *Develop Cultural Competence:* Cultivate cultural competence within individuals and organizations involved in cross-cultural communication. This involves understanding cultural norms, practices, and communication styles, as well as challenging biases and stereotypes.
- *Provide Training and Education:* Offer training and educational opportunities on cultural sensitivity, inclusivity, and effective cross-cultural communication. This can include workshops, seminars, or online resources to enhance knowledge and awareness.
- *Use Inclusive Language:* Be mindful of the language you use and choose words and phrases that are inclusive and respectful. Avoid stereotypes, offensive language, or assumptions based on cultural backgrounds. Use gender-neutral terms and avoid making assumptions about gender or roles.

- *Involve Diverse Voices:* Actively involve individuals from diverse cultural backgrounds in decision-making processes and discussions related to emergency management or other cross-cultural contexts. Ensure their voices are heard, valued, and integrated into the decision-making process.
- *Address Power Dynamics:* Recognize power dynamics that may exist in cross-cultural communication. Strive to create equal and respectful power dynamics that value the perspectives and contributions of all participants.

6.1.6 Negotiation in Cross-Cultural Contexts

Understanding cultural differences in negotiation styles

Understanding cultural differences in negotiation styles is crucial for effective cross-cultural communication. Negotiation styles can vary significantly across cultures, and being aware of these differences can help navigate negotiations and reach mutually beneficial agreements.

Developing effective negotiation strategies in diverse settings

It's important to approach cross-cultural negotiations with an open mind, curiosity, and a willingness to adapt and learn.
Here are some strategies to navigate cultural differences in negotiation styles:
- *Conduct Research:* Prior to negotiations, research the cultural norms, values, and negotiation practices of the other party's culture. Understand the broader context to anticipate potential differences in negotiation styles.
- *Adapt Communication Styles:* Adjust your communication style to align with the cultural preferences of the other party. Be mindful of the level of directness, use of nonverbal cues, and the importance of relationship-building in the specific culture.
- *Build Relationships:* Invest time in relationship-building activities to establish trust and rapport. This may involve socializing, sharing meals, or engaging in small talk, depending on the cultural context. Practice **Active Listening**: Be attentive to verbal and nonverbal cues during negotiations. Actively listen to understand the other party's perspective and concerns. Ask clarifying questions to ensure mutual understanding.
- *Be Flexible:* Recognize that negotiations may take longer or follow a different process in different cultures. Be patient and flexible in adapting to the cultural norms and pace of negotiations.
- *Seek Collaboration:* Emphasize collaboration and finding mutually beneficial solutions. Highlight shared goals and interests to foster cooperation and build consensus. Respect Cultural Differences: Show respect and appreciation for cultural differences. Avoid making judgments or assumptions based on your own cultural perspective. Demonstrate cultural sensitivity and adapt

Building consensus and resolving conflicts across cultures

- *Cultivate Cultural Awareness:* Take the time to educate yourself about the cultural norms, values, and communication styles of the individuals or groups you will be negotiating with. Understand their perspectives, priorities, and expectations in the negotiation process. This knowledge will help you adapt your approach and avoid misunderstandings.
- *Foster Relationship Building:* In many cultures, building relationships and trust is crucial before engaging in substantive negotiations. Invest time in building personal connections, demonstrating respect, and understanding the cultural etiquette related to greetings, small talk, and socializing. Building rapport and trust can lead to more productive and successful negotiations.
- *Recognize and Manage Biases:* Be aware of your own biases and stereotypes that may impact your perceptions and judgments during negotiations. Avoid making assumptions or generalizations based on cultural backgrounds. Challenge your own biases and approach negotiations with an open mind and a willingness to learn from different perspectives.
- *Seek Win-Win Solutions:* Focus on creating mutually beneficial outcomes rather than a zero-sum game. Look for creative solutions that address the interests and needs of both parties involved. Collaboration and a problem-solving mindset can foster positive relationships and long-term partnerships.
- *Clarify and Confirm Understanding:* Given potential language and cultural barriers, it is essential to clarify and confirm understanding throughout the negotiation process. Summarize key points, ask for feedback, and encourage the other party to express their understanding. This ensures that both sides are on the same page and reduces the risk of miscommunication.
- *Incorporate Mediators or Cultural Interpreters:* In particularly complex or sensitive negotiations, consider involving mediators or cultural interpreters who are familiar with both cultural contexts. They can help bridge the cultural gaps, facilitate communication, and provide valuable insights to ensure a smoother negotiation process.

6.2 Theories for Cross Cultural Communication

1-Intercultural Communication Competence: This theory focuses on the ability to effectively communicate and interact with individuals from different cultural backgrounds. It involves knowledge, attitudes, and skills necessary for successful cross-cultural communication. Intercultural communication competence includes understanding cultural differences, adapting communication strategies, and displaying cultural sensitivity and respect. The Intercultural Communication Competence (ICC) theory is a framework that explains how individuals can develop and enhance their communication skills in intercultural contexts. Developed by scholars such as William B. Gudykunst, Young Yun Kim, and Stella Ting-Toomey, this theory emphasizes the importance of acquiring knowledge, skills, and attitudes necessary for effective intercultural communication.

The ICC theory consists of several key components:

- Knowledge: This component refers to understanding cultural differences, norms, values, beliefs, and communication patterns of different cultures. It involves learning about cultural contexts, histories, and sociopolitical factors that shape individuals' worldviews.
- Attitudes: Attitudes in intercultural communication encompass open-mindedness, respect, tolerance, and curiosity towards other cultures. Developing positive attitudes helps individuals overcome stereotypes, biases, and ethnocentrism, allowing for more effective and empathetic interactions.
- Skills: ICC theory emphasizes the development of specific communication skills required in intercultural contexts. These skills include verbal and nonverbal communication, active listening, empathy, adapting communication styles, managing conflict, and dealing with misunderstandings. Competence in these skills enables individuals to navigate diverse cultural settings effectively.
- Anxiety Management: Anxiety is a common experience in intercultural communication due to uncertainties and fear of making mistakes. ICC theory focuses on managing anxiety and promoting a willingness to engage with cultural differences. Building self-confidence and reducing anxiety enables individuals to communicate more effectively and confidently across cultures.
- Adaptation and Adjustment: Intercultural communication competence involves the ability to adapt and adjust one's communication behaviors to accommodate cultural differences. This includes being flexible, tolerant, and responsive to diverse cultural norms, values, and communication styles.
- Motivation and Ethical Responsibility: ICC theory emphasizes the importance of motivation and ethical responsibility in intercultural communication. Motivation involves a genuine interest and willingness to learn about other cultures, while ethical responsibility pertains to respecting cultural differences, avoiding harm, and promoting fairness and justice in communication.

2-Cultural Dimensions Theory: Cultural Dimensions Theory, also known as Hofstede's Cultural Dimensions Theory, is a framework developed by Dutch social psychologist Geert Hofstede to understand and analyze cultural differences between societies. The theory identifies six cultural dimensions that influence behavior, values, and communication patterns within different cultures.

These dimensions are:

- Power Distance: This dimension reflects the extent to which a society accepts and expects power inequalities within institutions and organizations. High power distance cultures accept hierarchical structures, whereas low power distance cultures strive for equality and minimize power differentials. Individualism vs. Collectivism: This dimension refers to the degree to which individuals prioritize their own interests versus the interests of the collective group. Individualistic cultures emphasize personal goals, autonomy, and individual achievements, while collectivist cultures prioritize group harmony, cooperation, and interdependence.

- Masculinity vs. Femininity: This dimension captures the extent to which a society values traditional masculine traits such as assertiveness, competition, and achievement versus feminine traits such as nurturing, collaboration, and quality of life. Masculine cultures emphasize success and material wealth, while feminine cultures prioritize social relationships and quality of life.
- Uncertainty Avoidance: This dimension measures the extent to which a society feels threatened by ambiguity, uncertainty, and ambiguity. Cultures with high uncertainty avoidance seek stability, structure, and formal rules to minimize ambiguity and ensure predictability. In contrast, cultures with low uncertainty avoidance are more tolerant of uncertainty and more adaptable to change.
- Long-Term Orientation vs. Short-Term Orientation: This dimension reflects the extent to which a society values long-term planning, perseverance, and traditions versus short-term results, instant gratification, and adaptability. Cultures with long-term orientation value thrift, persistence, and traditional values, while cultures with short-term orientation focus on immediate outcomes and adapting to changing circumstances.
- Indulgence vs. Restraint: This dimension examines the degree to which a society allows for gratification of basic human desires and impulses. Cultures with high indulgence tend to be more relaxed and tolerant of personal freedom, while cultures with high restraint emphasize self-control, regulation, and adherence to social norms.

3-Social Identity Theory: This theory explains how individuals derive a sense of identity and belonging from their membership in social groups. In the context of cross-cultural communication, social identity theory highlights the importance of understanding one's own cultural identity and recognizing the cultural identities of others to establish effective communication and build trust. Social Identity Theory, developed by social psychologist Henri Tajfel and John Turner, explores how individuals' self-concept and identity are influenced by their membership in social groups. The theory proposes that people derive a part of their self-esteem from their group memberships and tend to categorize themselves and others into social categories.

Here are the key components of Social Identity Theory:
- Social Categorization: According to the theory, individuals categorize themselves and others into social groups based on shared characteristics, such as nationality, gender, ethnicity, religion, or organizational affiliations. Categorization allows individuals to define their social identity and associate themselves with specific groups.
- Social Identification: Once individuals have categorized themselves as members of a particular social group, they tend to identify with that group. Social identification involves adopting the values, beliefs, and behaviors associated with the group, and considering the group's goals and interests as one's own. This identification strengthens the individual's sense of belonging and self-esteem.
- Social Comparison: Social Identity Theory suggests that individuals engage in social comparison, comparing their own group favorably with other groups. This comparison
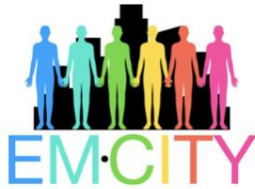
serves to enhance their self-esteem and maintain a positive social identity. Individuals may perceive their own group as superior, leading to in-group favoritism and potentially negative attitudes towards out-group members.

● In-group Bias: In-group bias refers to the tendency to favor and show more positive attitudes towards members of one's own group (in-group), while displaying less favorable attitudes towards members of other groups (out-group). This bias can lead to intergroup conflicts and discrimination.

● Intergroup Relations: Social Identity Theory examines intergroup relations and the dynamics between different social groups. It suggests that conflicts, prejudice, and discrimination arise when individuals strongly identify with their own group and perceive differences between their group and other groups. These conflicts can be mitigated by fostering a sense of shared identity or superordinate goals that transcend group boundaries.

● Self-Esteem: Social Identity Theory proposes that individuals derive self-esteem from the positive regard they receive as members of valued social groups. When their group is positively evaluated, individuals experience a boost in self-esteem. Conversely, negative evaluations of the group can lead to diminished self-esteem.

4- **Cultural Intelligence (CQ) theory,** also known as Cultural Intelligence Theory or Cultural Quotient, is a framework developed by researchers Christopher Earley and Soon Ang. It refers to an individual's capability to adapt effectively and appropriately in culturally diverse situations. CQ encompasses knowledge, skills, and attitudes necessary for understanding and interacting with people from different cultural backgrounds.

Here are the key components of Cultural Intelligence Theory:
● Cultural Knowledge: Cultural Intelligence involves developing knowledge about different cultures, including their values, beliefs, customs, communication styles, and social norms. This knowledge allows individuals to understand the perspectives and behaviors of people from diverse cultural backgrounds.

● Cultural Mindfulness: Cultural mindfulness refers to being aware of one's own cultural assumptions and biases and recognizing that cultural differences exist. It involves approaching cross-cultural interactions with an open and non-judgmental mindset, valuing diversity, and being sensitive to cultural nuances.

● Cultural Skills: Cultural Intelligence requires individuals to develop specific skills for effective cross-cultural interactions. These skills include verbal and nonverbal communication, active listening, empathy, adaptability, conflict resolution, and the ability to navigate cultural differences. These skills enable individuals to engage in respectful and effective communication across cultures.

● Cultural Metacognition: Cultural metacognition involves the ability to think reflectively and adapt one's cognitive processes in cross-cultural situations. It includes self-awareness of one's own cultural assumptions, biases, and strengths, as well as the ability to monitor and adjust one's behavior and communication in response to cultural cues.

Cultural Intelligence Theory emphasizes that individuals can develop and improve their cultural intelligence through learning, experience, and exposure to diverse cultures. It suggests that individuals with higher levels of Cultural Intelligence are better able to adapt to unfamiliar cultural contexts, manage cross-cultural conflicts, and build positive relationships with people from different backgrounds.

6.3 Examples of Activities to be Used in Cross-cultural Communication Sessions

Activity 6.1: Interactive Presentation on Cross-cultural Communication

Aim of the activity/technique: The aim of the interactive presentation is to introduce participants to the fundamental concepts and importance of cross-cultural communication in a dynamic and engaging manner. It allows participants to actively participate, ask questions, and interact with the presenter to enhance their understanding and appreciation of cultural diversity.

Duration: 30 minutes

Preparation/Materials/Equipment:

- Presentation slides or visual aids (if desired)
- Projector or screen (if using slides)
- Microphone (if needed)
- Handouts or worksheets (optional)

Outcomes of the activity:

Knowledge:
- Participants acquire a clear understanding of the definition and key principles of cross-cultural communication.
- Participants gain knowledge about the impact of cultural differences on communication styles and practices.

Skills:
- Participants develop active listening skills by engaging in the interactive presentation and paying attention to the information being shared.
- Participants practice critical thinking skills by reflecting on the relevance and potential application of cross-cultural communication in their personal and professional lives.
- Participants enhance their communication skills by actively participating in discussions, asking questions, and expressing their thoughts or experiences related to cross-cultural communication.

Attitude:
- Participants develop a sense of curiosity and openness towards different cultures, fostering a positive attitude towards cross-cultural interactions.

- Participants cultivate a mindset of cultural sensitivity and respect, recognizing the value of diversity in communication contexts.

Instructions/Suggestions:

1. Begin by welcoming the participants and briefly introducing yourself and your role in conducting the cross-cultural communication session.
2. State the objectives of the session and explain the importance of cross-cultural communication in today's interconnected world.
3. Use visually appealing presentation slides or other visual aids to present key information about cross-cultural communication. Ensure the slides are concise, easy to read, and visually engaging.
4. Encourage active participation by asking questions throughout the presentation. This can be done by posing questions directly to the audience or using interactive features of the presentation software, if available.
5. Provide examples or scenarios that highlight the challenges and opportunities of cross-cultural communication. Encourage participants to share their own experiences or insights related to intercultural interactions.
6. Address any questions or concerns raised by participants, providing clear and concise answers. If you don't have an immediate answer, assure them that their questions will be addressed during the session or offer to follow up with them later.
7. Summarize the key points covered in the interactive presentation and emphasize the importance of cultural sensitivity, empathy, and adaptability in cross-cultural communication.
8. Conclude the interactive presentation by expressing your enthusiasm for the session and your willingness to support participants in developing their cross-cultural communication skills.
9. Transition smoothly into the next activity or topic related to cross-cultural communication, building upon the foundation established during the interactive presentation.

Activity 6.2: Cultural Icebreaker

Duration: 30-40 minutes

The aim of the activity: to promote awareness of cultural differences and encourage open dialogue among participants.

The materials/equipments:
- a set of index cards or sticky notes.

The outcomes of the activity:

Knowledge:

- Cultural awareness: Participants will acquire knowledge about different cultures, including customs, traditions, values, and communication styles.
- Understanding of cultural differences: Participants will gain knowledge about the diverse perspectives, behaviors, and norms that exist across cultures.
- Awareness of cultural biases: Participants will become aware of their own cultural biases and how they can impact cross-cultural interactions.

Skill Outcomes:

- Effective communication: Participants will develop skills in cross-cultural communication, including active listening, asking clarifying questions, and adapting their communication style to accommodate cultural differences.
- Empathy and perspective-taking: Participants will enhance their ability to empathize with individuals from different cultures and practice perspective-taking to better understand their experiences and viewpoints.
- Conflict resolution: Participants will learn skills for resolving conflicts that may arise due to cultural misunderstandings or differences in communication styles.
- Cultural adaptation: Participants will develop skills in adapting to different cultural environments and adjusting their behaviors to ensure respectful and effective communication.
- Collaboration and teamwork: Participants will enhance their ability to collaborate with individuals from diverse cultural backgrounds, leveraging their strengths and perspectives to achieve common goals.

Attitudes:

- Open-mindedness: Participants will develop an open-minded attitude towards cultural differences, recognizing them as opportunities for learning and growth.
- Respect and tolerance: Participants will cultivate a deep respect for diverse cultures and foster an attitude of tolerance towards different customs, values, and perspectives.
- Curiosity and willingness to learn: Participants will embrace a curious mindset, actively seeking opportunities to learn from other cultures and embracing new knowledge and experiences.
- Self-reflection and self-awareness: Participants will develop an attitude of self-reflection, continuously examining their own cultural biases and assumptions, and working towards personal growth in cross-cultural interactions.

Instructions/Suggestions:

1. Preparation: Prepare Write down a cultural behavior, practice, or custom on each card. Ensure that the behaviors represent various cultures and are not offensive or disrespectful. Examples of cultural behaviors could include greetings, table manners, gestures, or communication styles.

1. Introduction: Begin the session by explaining the importance of cross-cultural communication and the impact of cultural differences on interactions. Emphasize that the goal of the activity is to foster understanding and appreciation for different cultural practices.
2. Cultural Exchange: Distribute the index cards or sticky notes to each participant, ensuring that everyone has one card. Instruct participants to read the cultural behavior written on their card but keep it a secret. Encourage participants to think about how this behavior might be perceived or understood differently in various cultures.
3. Mingling and Discussion: Allow participants to mingle around the room, approaching each other to share their cultural behavior without revealing the specific culture it represents. Participants should engage in conversations and try to guess the cultural behavior described by their peers. Encourage participants to ask questions and discuss their own experiences or observations related to the behavior being shared.
4. Revealing the Cultures: After a set time, gather participants in a circle or group setting. Ask each participant to share the cultural behavior they received, revealing the specific culture it represents. Encourage participants to discuss their assumptions, observations, and any surprises they encountered during the activity.
5. Reflection and Discussion: Facilitate a group discussion on the importance of understanding cultural differences in communication. Encourage participants to reflect on how these cultural behaviors could impact their interactions with people from different backgrounds. Discuss strategies for adapting communication styles to bridge cultural gaps and enhance cross-cultural understanding.

Activity 6.3 Cultural Charades

Duration: 10-15 minutes

The aim of the activity: To engage participants in a fun and interactive game that highlights cultural differences and encourages creative communication.

The materials/equipment: No need

The outcomes of the activity:
Knowledge:
- Increased awareness of cultural practices, traditions, and landmarks from different countries or regions.
- Expanded knowledge of the diversity and richness of global cultures.
- Enhanced understanding of the importance of cross-cultural communication.

Skills:
- Improved non-verbal communication skills, including gestures, body movements, and facial expressions.

- Enhanced creativity and improvisation abilities.
- Strengthened teamwork and collaboration skills.
- Developed observation and interpretation skills.

Attitudes:
- Cultivated openness and curiosity towards different cultures.
- Fostered respect and appreciation for cultural diversity.
- Promoted a positive attitude towards cross-cultural interactions.
- Encouraged empathy and understanding towards individuals from different cultural backgrounds.

Instructions/Suggestions:

1. Divide participants into two teams.
2. Prepare a list of cultural practices, traditions, or famous landmarks from various countries or regions. Examples include eating sushi with chopsticks (Japan), performing the tango (Argentina), or visiting the Eiffel Tower (France).
3. One member from Team A starts by selecting a cultural practice or landmark from a bowl or hat without revealing it to the other team.
4. The selected participant then uses only gestures, body movements, and facial expressions to act out the chosen cultural practice or landmark, while their teammates try to guess what it is.
5. The participant is not allowed to speak, use words, or make any sounds during their performance.
6. Team A has a time limit (e.g., 1 minute) to guess the correct answer. If they guess it correctly within the time limit, they earn a point.
7. Repeat the process with Team B, selecting a participant to act out a different cultural practice or landmark.
8. Continue alternating turns between the two teams until each participant has had a chance to act out a cultural practice or landmark.
9. Keep score of the points earned by each team.
10. Conclude the activity by announcing the winning team and facilitating a brief discussion about the cultural practices and landmarks portrayed during the game.

Activity 6.4 Emoji Storytelling

Duration: 15-20 minutes

The aim of the activity is to enhance creativity, communication, and storytelling skills while using emojis to convey emotions and ideas.

The materials/Equipment:

- Emoji Cards: Create or obtain a set of emoji cards. These can be physical cards with different emojis printed on them or digital cards displayed on a screen. Alternatively, you can provide a list of commonly used emojis to each group.
- Whiteboard or Flipchart: If you want to enhance the visual aspect of the activity, you can use a whiteboard or flipchart to display the emojis as each group presents their story. This makes it easier for all participants to see the emojis clearly.

Outcomes of the activity:

Knowledge:
- Increased familiarity with emojis and their potential for storytelling.
- Enhanced understanding of the importance of non-verbal communication in conveying emotions and ideas.

Skills:
- Improved creativity and imagination in crafting stories using limited visual cues.
- Enhanced communication skills, including the ability to express ideas without relying on words.
- Strengthened teamwork and collaboration skills through group planning and presentation.

Attitudes:
- Fostered a sense of fun and enjoyment in learning and creative expression.
- Promoted open-mindedness and respect for different interpretations and perspectives.
- Encouraged a playful and positive attitude towards communication and storytelling.

Instructions/Suggestions:
1. Divide participants into small groups of 3-4 people.
2. Provide each group with a set of emoji cards or a list of commonly used emojis.
3. Explain that their task is to create a short story using only emojis.
4. Set a time limit (e.g., 5 minutes) for the groups to brainstorm and plan their story.
5. Once the planning time is up, each group takes turns presenting their emoji story to the rest of the participants.
6. During the presentation, groups can use the emojis to convey emotions, actions, and plot elements.
7. After each presentation, allow time for the other participants to guess the story based on the emojis used.
8. Encourage discussion and reflection on the different interpretations and creativity displayed by each group.

6.5 Useful links

https://hbr.org/video/4773888299001/negotiating-across-cultures
https://cdc.gov/healthcommunication/
https://diversitypreparedness.org/

Hofstede Insights. (n.d.). Retrieved from https://www.hofstede-insights.com/

6.6 Evaluation

https://forms.gle/UTLSx115Hx1N9yMTA

MODULE 7. REFLECTION

Duration of Module: 2hours

Aim of the Module: The aim of the module is to create an environment that fosters deep introspection and analysis of participants' experiences in emergency management training. Through this reflective process, participants are encouraged to critically evaluate their knowledge, skills, and attitudes, gaining a comprehensive understanding of their strengths and areas for improvement. The session aims to go beyond surface-level reflection, seeking to identify specific areas for growth and practical application in real-life emergency situations. By cultivating a proactive and continuous learning mindset, the reflection session aims to equip participants with the necessary tools and insights for effective emergency management in urban environments.

Learning Objectives

1. Foster self-awareness and understanding.
2. Enhance critical thinking skills.
3. Integrate theoretical knowledge with practical experiences.
4. Develop decision-making and problem-solving abilities.
5. Encourage a growth mindset and continuous improvement.
6. Improve collaboration and communication skills.

Learning activities/teaching methods

Reflection activities, feedback

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7.3 Useful links and resources
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7.1 Reflection

7. 1.1 The importance and role of the reflection in EM-CITY Training Module

Reflection is a critical component of personal and professional growth and development. It involves taking the time to think back on past experiences, evaluate what was learned, and consider how those lessons can be applied moving forward. Whether it's reflecting on a single activity, a session, or an entire day, the act of reflection can help individuals gain a deeper understanding of themselves, their goals, and their aspirations.
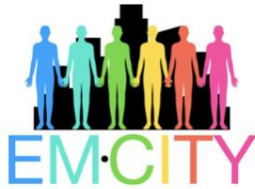
Reflection plays a crucial role in the EM City pilot training for young people as interactive bridges for emergency situations among local people, CALD (Culturally and Linguistically Diverse) communities, and emergency authorities. Here's how reflection can be applied in terms of the EM-CITY Training:

Assessing Effectiveness: At the end of the training module, the participants, trainers, and CP operators who observed the training can reflect on the effectiveness of the training. They can evaluate what worked well, what challenges were encountered, and how the training impacted their understanding and preparedness for emergency situations. This reflection allows them to identify areas of improvement and make necessary adjustments to enhance the training program.

Cultural Sensitivity and Inclusion: Reflection provides an opportunity to examine the cultural dynamics and inclusivity within the EM City pilot training. Participants can reflect on how different cultural perspectives were integrated and how well CALD communities were engaged during the training. By reflecting on these aspects, the program organizers and participants can identify any biases or gaps in cultural sensitivity and work towards creating a more inclusive and effective training environment.

Collaborative Problem-Solving: Reflection allows participants to collectively analyze the challenges and issues that emerged during the training. They can reflect on how effective the communication and coordination were between young people, local people, CALD communities, and emergency authorities. This reflection enables them to identify potential solutions and strategies for improving collaboration and problem-solving in future emergency situations.

Emotional Resilience: Reflection provides an opportunity for participants to process their emotions and reactions during the training. They can reflect on how they felt during the simulated emergency scenarios and how their emotions affected their decision-making and response. This reflection helps individuals, especially young people, develop emotional

resilience and better understand their own reactions in high-pressure situations, enabling them to respond more effectively in real emergencies.

Continuous Improvement: Regular reflection sessions after each training activity allow the program organizers and participants to continuously improve the EM City pilot training. They can reflect on the feedback received, lessons learned, and suggestions for improvement from all stakeholders. This reflection facilitates ongoing refinement and enhancement of the training program to meet the evolving needs of the community and emergency response systems.

By incorporating reflection into the EM City pilot training, participants can gain valuable insights, learn from their experiences, and continually improve the effectiveness of the program in bridging the gap between young people, local communities, CALD communities, and emergency authorities in emergency situations.

There are several different types of reflection, including self-reflection, group reflection, and guided reflection. Each type has its own benefits and can be used in different situations depending on the goals and objectives of the reflection. By incorporating regular reflection into your personal and professional life, you can gain a deeper understanding of yourself and the world around you, ultimately leading to growth and development.

- Critical reflection: Engaging participants in critical reflection fosters an examination of their assumptions, biases, and values, leading to a deeper understanding of their own perspectives and identification of areas for personal growth and development.

- Creative reflection:Creative reflection involves the utilization of artistic and expressive methods, such as drawing, painting, or storytelling, to engage in reflection and explore experiences and learning. This form of reflection is especially beneficial for participants who may find it challenging to express themselves effectively through conventional written or verbal reflection techniques. By embracing creativity, individuals can tap into alternative channels of communication and self-expression, enabling a deeper exploration of their thoughts, emotions, and insights.

- Collaborative reflection: Collaborative reflection is a form of reflection that involves working together with others to reflect on shared experiences and learning. This approach encourages active participation, dialogue, and the exchange of perspectives among participants. Collaborative reflection can be highly effective in building relationships, fostering a sense of community, and promoting a collective learning environment.

- Future-focused reflection: Future-focused reflection involves reflecting on one's future goals, aspirations, and desired outcomes. This type of reflection is centered around envisioning and planning for the future, and it can be instrumental in helping participants identify areas for development and set specific, achievable goals.

- Self-reflection is indeed a fundamental and widely practiced form of reflection. It involves dedicating time and space to introspect and deeply contemplate one's own experiences, actions, thoughts, and emotions. Self-reflection can be pursued through various methods such as journaling, meditation, mindfulness practices, or simply finding a quiet and calm environment for introspection.

- Group reflection is a collaborative form of reflection that involves sharing and discussing experiences with others. It can take place in various settings, such as group debriefings after a training session, team meetings, or structured reflection sessions. Group reflection offers several benefits and can be a powerful tool for building relationships and fostering a sense of community within a group or team.

- Guided reflection is a structured approach to reflection that involves following a specific process or set of prompts to facilitate the reflective practice. It provides a framework and direction for individuals who may be new to reflection or find it challenging to initiate the process independently. Guided reflection can be facilitated through various tools, such as reflective journals, guided meditation sessions, or structured reflection exercises.

Understanding the different types of reflection and their benefits allows you to choose the most suitable approach based on your needs and the specific context. Whether you gravitate towards self-reflection, group reflection, guided reflection, or a combination of these approaches, the key is to incorporate reflective practice into your routine on a regular basis.

7.1.2 When is a good time to reflect?

In EM city training, there are several prime opportunities for reflection:

- Reflection after each activity: Following activities such as presentations, group discussions, or hands-on exercises, participants should take a few minutes to reflect on what they have learned and how it can be implemented. This reflection reinforces the material covered and deepens understanding.

- Reflection after each session: Participants should engage in reflection at the conclusion of each training session. This broader perspective allows them to consider how the session's content aligns with the overall training program and how it can be integrated into their EM city initiatives.

- Daily reflection: At the end of each training day, participants should take time to reflect on the collective activities and learning experiences. This reflection aids in connecting the dots between different activities and sessions, identifying patterns, and extracting emerging themes.

● Overall reflection at the end of the training program: Participants should engage in comprehensive reflection upon completion of the EM city training program. This reflective practice prompts participants to step back and contemplate the entirety of their experience, assessing what they have learned, how they have grown, and what valuable insights they will carry forward.

● By actively engaging in reflection at these opportune moments, participants in EM city training programs can deepen their learning, enhance their understanding of practical applications, and effectively utilize their new knowledge and skills in real-world situations.

7.2 Examples of Activities/Techniques to be Used During the Reflection Sessions

Activity 7.1 What, So What, Now What

Aim of the activity/technique: The aim of this activity is to facilitate participants' reflection on their experiences, analyze the significance of those experiences, and consider actions for the future.

Duration: 20-30 minutes

Preparation/Materials/Equipment:
● Flipchart paper or whiteboard
● Markers

Outcomes of the activity:

Knowledge:
● Understanding the importance of time management, problem-solving, perseverance, prioritization, and decision making in training.

Skills:
● Developing confidence, resourcefulness, adaptability, and resilience in training.

Attitudes:
● Fostering a proactive and action-oriented mindset towards training.

Instructions/Suggestions:

1. Write "What, So What, Now What" on the flipchart paper or whiteboard to introduce the framework for reflection.
2. Ask participants to think about a recent experience they had during the training program. It could be an activity, a discussion, or any other significant moment.
3. Instruct participants to individually write down their responses to the following questions:
4. What happened during the experience? (What)
5. What did you learn from the experience? (So What)

6. What actions will you take based on what you learned? (Now What)
7. Give participants a few minutes to reflect and write down their responses.
8. Once participants have finished writing, invite them to share their responses with the group. Encourage open discussion and the sharing of insights, ideas, and lessons learned.
9. Facilitate a summary of the key takeaways from the activity. Emphasize the importance of applying the insights gained to participants' work as trainers.

By following this structured reflection process, participants will deepen their understanding of their training experiences, analyze the significance of those experiences, and develop actionable steps for their future training endeavors. This activity helps participants integrate their knowledge, skills, and attitudes to become more effective trainers.

Activity 7.2 Rose, Thorn, Bud

Aim of the activity/technique: This activity aims to help participants reflect on their training experiences by identifying positive aspects (rose), challenges or areas for improvement (thorn), and potential opportunities or areas of growth (bud).

Duration: 20-30 minutes

Preparation/Materials/Equipment:

● Flipchart paper or whiteboard
● Markers
● Sticky notes (optional)

Outcomes of the activity:
Knowledge:
● Enhanced understanding of strengths, challenges, and potential opportunities within the training program.

Skills:
● Improved reflection and self-assessment skills, communication and collaboration abilities, and analytical and problem-solving capabilities.

Attitudes:
● Foster a growth mindset, open-mindedness, resilience, and adaptability.

Instructions/Suggestions:

1. Introduce the activity by explaining the purpose: to reflect on the training experiences and identify positive aspects, challenges, and potential areas for growth.
2. Divide the participants into small groups of 3-5 people, or they can work individually if preferred.
3. Provide each group or individual with flipchart paper or sticky notes and markers.
4. Instruct participants to write or draw their responses to the following prompts:
5. Rose: What were the positive aspects or highlights of the training program? What did you enjoy or find valuable?
   Thorn: What were the challenges, difficulties, or areas for improvement in the training program? What aspects could be enhanced or addressed?
   Bud: What are the potential opportunities, ideas, or areas for growth that you see emerging from the training program? What can be explored or developed further?
6. Give participants enough time to reflect and write down their responses for each category.
7. Once participants have completed their reflections, invite them to share their roses, thorns, and buds with the larger group. Encourage open discussion and allow participants to explain their responses.
8. Facilitate a group discussion to explore common themes, insights, and potential actions that can be taken based on the reflections shared.
9. Summarize the key takeaways from the activity, emphasizing the importance of recognizing both positive aspects and areas for improvement, and identifying opportunities for growth and development in the EM city context.

Activity 7.3 3-2-1 Reflection

Aim of the activity/technique: This activity aims to help participants reflect on their learning and experiences by identifying three key insights, two areas for improvement, and one action step for future application.

Duration: 15-20 minutes

Preparation/Materials/Equipment:

● Flipchart paper or whiteboard
● Markers
● Sticky notes (optional)

The outcomes of the activity:

Knowledge:

● Consolidation of key insights: Participants gain a clearer understanding and retention of the most significant learnings from the training program.

- Awareness of areas for improvement: Participants identify specific knowledge gaps or skills that require further development or focus.

Skills:

- Reflection and self-assessment skills: Participants enhance their ability to reflect on their learning experiences and extract meaningful insights.
- Goal-setting and action planning skills: Participants practice setting actionable steps based on their reflections, translating knowledge into practical applications.

Attitudes:

- Commitment to continuous learning: The activity cultivates an attitude of ongoing learning and improvement by encouraging participants to identify areas for growth and take proactive steps.
- Self-accountability: Participants take ownership of their learning journey by recognizing areas for improvement and setting action steps for self-improvement.

Instructions/Suggestions:

1. Introduce the activity by explaining the purpose: to reflect on the training program and identify key takeaways, areas for improvement, and actionable steps for future application.
2. Distribute flipchart paper or sticky notes and markers to participants.
3. Instruct participants to write down their responses based on the following prompts:
4. Three key insights: What are the three most significant things you have learned or realized during the training program?
5. Two areas for improvement: What are two aspects or skills that you feel you need to improve or work on further?
6. One action step: What is one specific action you will take to apply what you have learned from the training program?
7. Give participants sufficient time to reflect and write down their responses for each category.
8. Once participants have completed their reflections, invite them to share their insights, areas for improvement, and action steps with the larger group. Encourage open discussion and allow participants to explain their responses if desired.
9. Facilitate a group discussion to explore common themes, insights, and potential actions that can be taken based on the reflections shared.
10. Summarize the key takeaways from the activity, emphasizing the importance of continuous learning, self-improvement, and taking actionable steps towards applying new knowledge and skills.

This activity provides a concise and focused reflection opportunity for participants to consolidate their learning, identify areas for growth, and commit to actionable steps. It promotes individual reflection and group sharing, fostering a culture of continuous improvement and application of knowledge in the context of EM city training.

7.3 Useful links and resources

Bartholdson, C., Molewijk, B., Lützén, K., Blomgren, K., & Pergert, P. (2018). Ethics case reflection sessions: enablers and barriers. Nursing Ethics, 25(2), 199-211.
Celani, M. A. A., & Collins, H. (2005). Critical thinking in reflective sessions and in online interactions. AILA Review, 18(1), 41-57.

Magalhães, M. C. C., & Celani, M. A. (2005). Reflective sessions: a tool for teacher empowerment. Revista Brasileira de Linguística Aplicada, 5, 135-160.
Tomico Plasencia, O., Lu, Y., Baha, S. E., Lehto, P., & Hivikoski, T. (2011). Designers initiating open innovation with multi-stakeholder through co-reflection sessions. In IASDR2011, The 4th World Conference on Design Research (pp. 317-329).

Johns, C. (1999). Reflection as empowerment?. Nursing Inquiry, 6(4), 241-249.

https://www.salto-youth.net/tools/toolbox

7.4 Evaluation

https://forms.gle/UTLSx115Hx1N9yMTA