



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

# Disaster Preparedness & Response Manual



## A handbook for Infant Learners



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# PREAMBLE

The Disaster Preparedness and Response Manual for Infant learners provides life survival skills in disaster and emergency situations. The main aim of the Handbook is to strengthen local capacity to prepare for and adequately respond to natural and man-made emergencies and ensure affected learners have access to inclusive education in safe environments in hazard prone districts of Zimbabwe. The Handbook was developed under the Strengthening Community-Led Actions on Education and Disaster Preparedness Program (SCALE-DP) whose objective is to improve disaster preparedness, early response and access to inclusive education in protective environments in five disaster prone districts of Zimbabwe. The Handbook intends to increase awareness to infants and their response to specific disasters.

# UNIT 1

## 1.0 Human-wildlife conflict

### 1.1 Introduction

Animals may be dangerous. Avoid dangerous animals.



Dangerous animal

### 1.2 Objectives

#### You should be able to:

- identify dangerous animals.
- state the steps to take when you meet dangerous animals.

### 1.3 Unit content

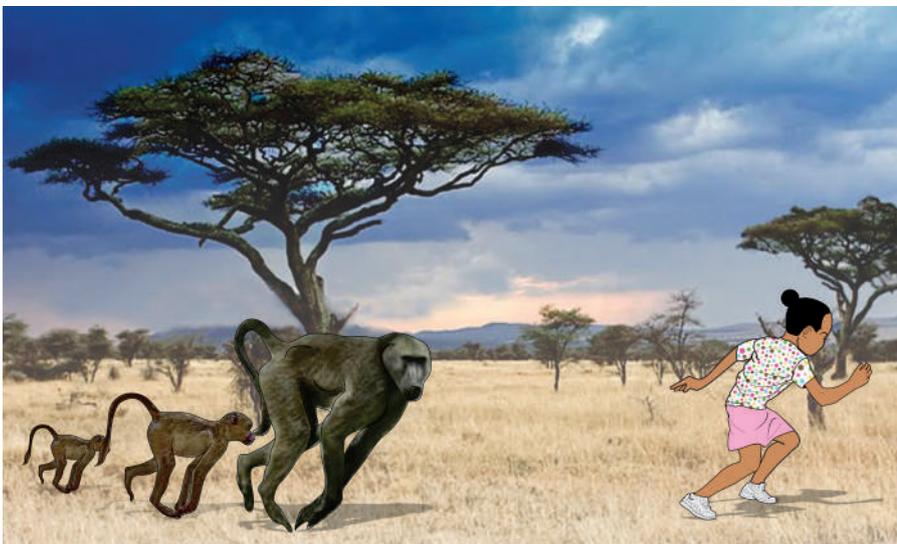
When is an animal most dangerous?

Animals are dangerous when wounded



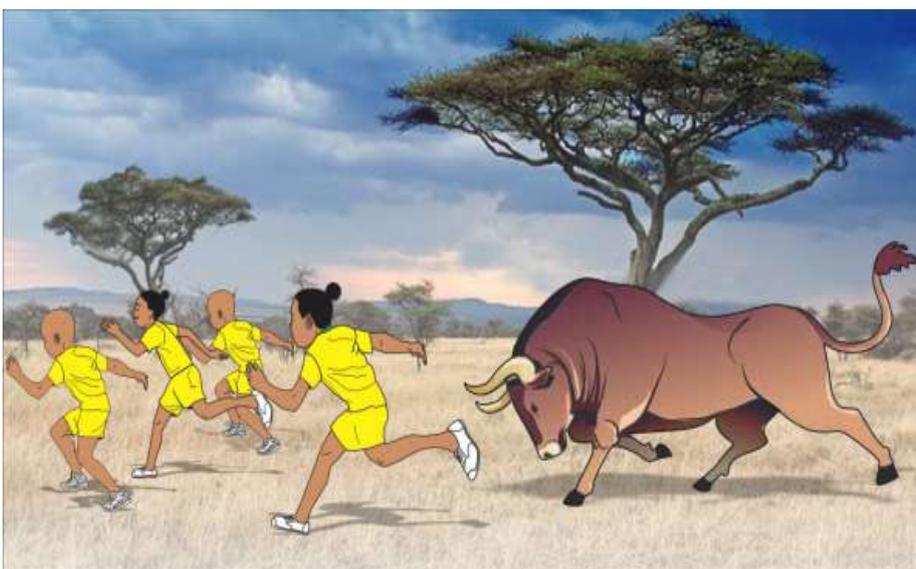
A wounded lion chasing a boy.

Animals are dangerous when they have their young ones



A baboon with young ones chasing a girl

Animals are dangerous when they are disturbed



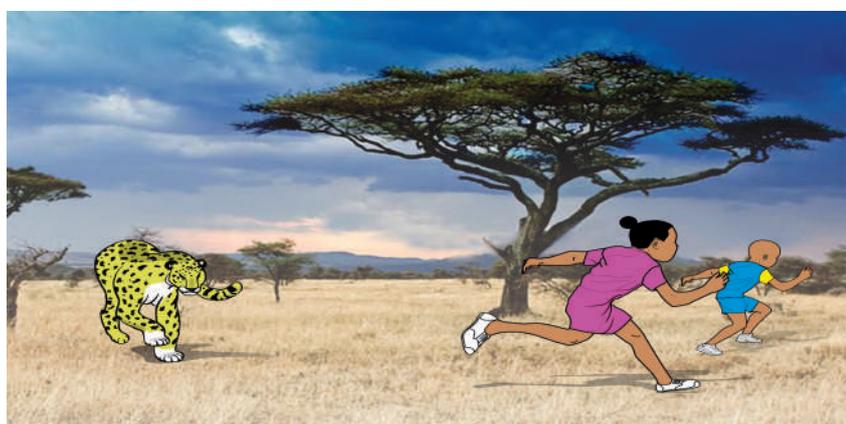
Disturbed and violent bull running after children.

When the animal is frightened



A frightened snake spitting venom towards children.

Animals are dangerous when they are hungry.



A hungry leopard running after children in the bush.



### What to do when you meet dangerous animals

- stay calm, do not scream.
- slowly move backwards facing the animal until you are at a safe distance.



## What to avoid when you meet dangerous animals

- making noise
- turning your back
- provoking the animal
- feeding the animal

*What can you see?*



Crocodile attacking a boy

**Do not forget**



**Animals can kill! Stay away from them.**

# UNIT 2

## 2.0 Social Disasters

### 2.1 Introduction



There are many forms of social disasters such as child abuse, rape and human trafficking. The forms of child abuse are sexual, neglect, physical and emotional. Child trafficking occurs when a child is taken away from safety and exploited.

### 2.2 Objectives

#### **You should be able to:**

- say what abuse is
- list different forms of abuse
- define child trafficking
- suggest ways on how to avoid being trafficked

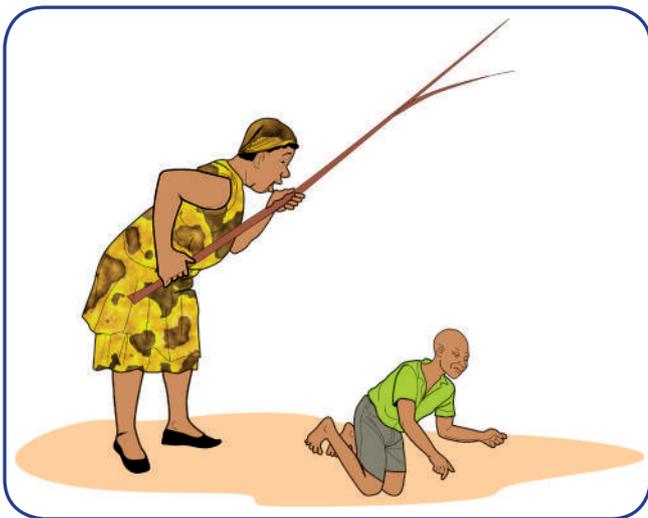
## 2.3 Unit content

### Types of Child abuse

- a. **Sexual** – touching of private and sensitive body parts, non-touching behaviours including sex with children.
- b. **Neglect** – when no one cares for you and you may have no food, clothing, shelter, medication and education.
- c. **Physical** – any planned act causing injury by way of bodily contact.
- d. **Emotional** - behaviour that damages a child's sense of self-esteem or emotional wellbeing.



What can you see?



*Physical abuse*



*Emotional abuse*

### How to identify the different types of abuse

- **Sexual** – when your private parts are touched.
- **Neglect** - when you are denied food, clothes, shelter, education and many others.

- **Physical** - when you are beaten or injured on the body.
- **Emotional** - when you are yelled at, scolded, threatened.

### What to do when abused

- inform parents/guardians/teachers
- report to a local police station/social welfare.
- dial to toll free numbers on abuse

### Child trafficking/abductions

It is a situation where children are taken away from safety and exploited.



*Children being trafficked*



**What to do to avoid being trafficked**

- walk in groups
- do not entertain strangers
- do not accept gifts from strangers
- avoid using narrow winding roads
- avoid bushy ways.
- do not board strangers' cars

## Response

- Cooperate, do not fight.
- Inform the police.
- Scream when you are near other people who can assist you.

**Do not forget**



Child abuse and child trafficking are very common.  
Do not trust strangers. Beware!

# UNIT 3

## 3.0 Biological Hazards

### 3.1 Introduction

#### LOOK AT THE PICTURE

- What do you see?



- What could be the cause of this?  
Eating contaminated food

## 3.2 Objectives

### You should be able to:

- name the different types of diseases (such as cholera, Covid-19)
- identify causes of food poisoning
- state what can be done to avoid food poisoning

## 3.3 Activities



- i. Role playing a person suffering from Covid-19 and cholera
- ii. What do you do when you have Covid-19 or you suspect someone has Covid-19?
- iii. What steps do you take to help someone suffering from cholera ?

### Do not forget



### What to do to avoid cholera

Always wash your hands before you handle food

### Washing hands correctly



Use running water

Scrub your hands with soap or ashes

Remove the dirt with clean running water

Dry your hands with clean material

# SCHOOL HEALTH ALERT

## COVID-19

(Coronavirus Disease 2019)

### DO NOT SPREAD DISEASE

Do NOT be in crowded places



Do NOT shake hands



Do NOT touch others



Do NOT cough without covering your mouth



Do Not sneeze without covering your mouth



Do Not throw used tissues, masks, gloves and any waste on the ground



### PROTECT YOURSELF AND OTHERS

Keep a space of 1 metre away from the next person



Always wash your hands with soap and water for 20 seconds or more.



Greet with a wave, smile, nod or any method that avoids touching



Cough or sneeze into your elbow



Always wash your hands with soap and water for 20 seconds or more.



Sneeze or cough into a tissue



Throw used tissue, gloves, masks and other waste into a bin or a rubbish pit



Always wash your hands with soap and water for 20 seconds or more.



Corona Virus Basic Protective



Stale bread

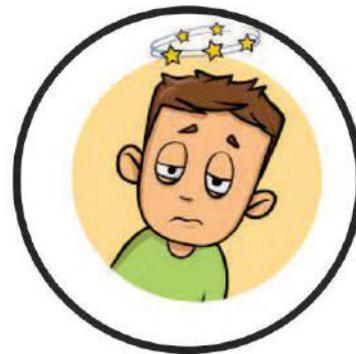
## Signs of food poisoning



Fever



Vomiting



Dizziness



Diarrhoea



Headache



Abdominal pain



## What to avoid!



- Eating fruits before you wash them
- Eating dirty food
- Eating stale food
- Eating food items which are not covered to protect them from flies and dirt
- Eating with dirty hands
- Picking food from the ground or bin
- Use of empty containers especially those used to store chemicals
- Eating, drinking or sniffing substances you do not know

**Do not forget**



Food poisoning can cause illness or kill!

# UNIT 4

## 4.0 Chemical hazards

### 4.1 Introduction

Chemicals are harmful. They can be in the form of solids, liquids. Do not touch, smell or taste solids, liquids or gas materials you do not know.

**LOOK AT THE PICTURE**

What can you see?



## 4.2 Objectives

### You should be able to:

- identify different chemicals used at home
- state precautions that should be taken when handling chemicals at home and school
- list the dangers of misusing chemicals

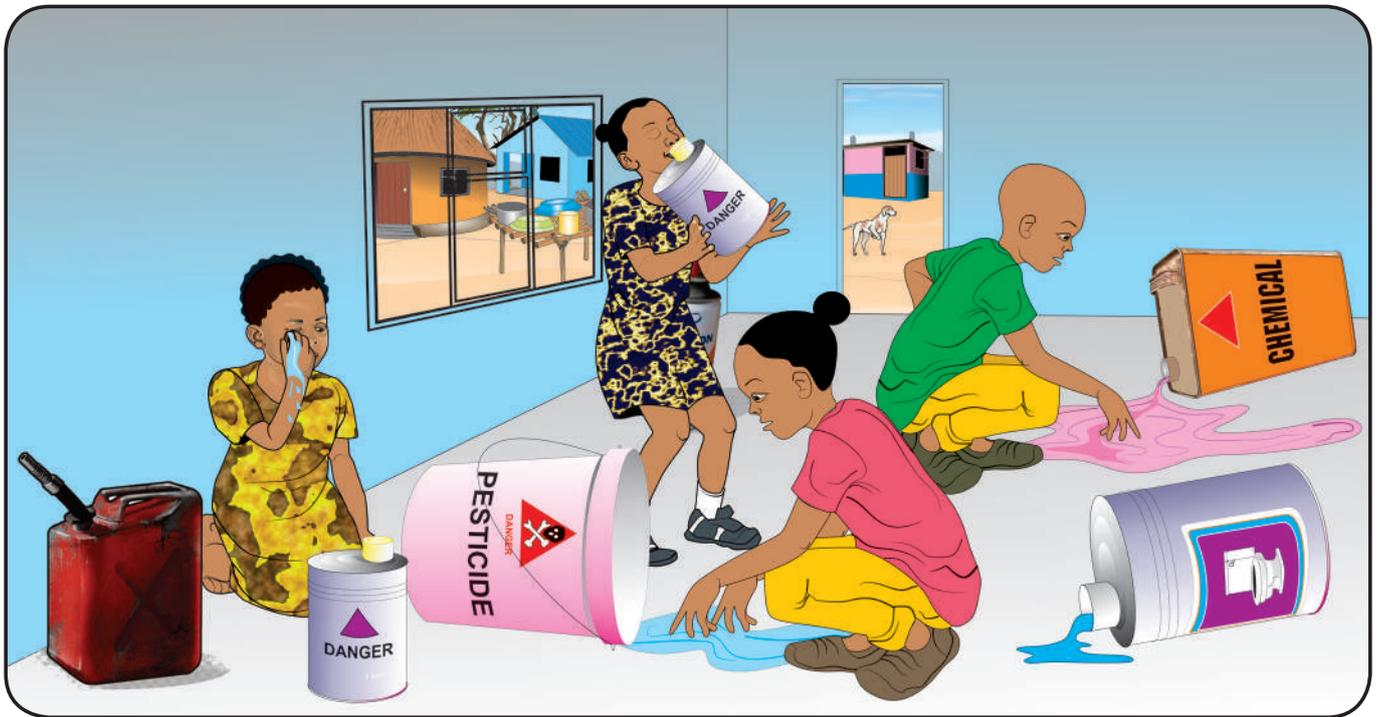
## 4.3 Activities

Say what you can see in the pictures





## What to avoid!



- Do not touch chemicals
- Do not eat, drink or sniff chemicals
- Do not touch your eyes or body after handling chemicals
- Do not use empty chemical containers
- Do not burn empty chemical containers
- Do not use chemicals without adult supervision



## What to do!



- Wash your hands with soap and water after handling chemicals
- Read instructions carefully when using chemicals
- Bury empty containers and leftover chemicals
- Store chemicals in a safe place
- Immediately tell an adult if you have eaten, drunk, sniffed or come into contact with chemicals

### Do not forget



Chemicals are dangerous. Keep away from them.

# UNIT 5

## 5.0 Technological Hazards

### 5.1 Introduction



Kids playing with electricity



Learners crossing the road

Do not board a scotch cart, you may be injured.



## 5.2 Objectives

### You should be able to:

- demonstrate road safety practices
- list possible causes of electrical shock
- identify forms of cyber bullying
- show prevention of cyber bullying
- identify dangers associated with playing with gas
- identify dangers associated with playing with landmines

## 5.3 Road safety

**Talk to your friend on how to cross the road**





What is wrong when children are crossing the road in this way?



Learners crossing the road wrongly



Show your class the correct way of crossing a road

## 5.4 Electrical shock



Do not play with electricity!



Do you do this at home?

Playing with electrical sockets

Playing with electricity is dangerous. You can be injured or killed.

## 5.5 Cyber bullying

Have you ever received bad message on your phone or computer?



Tell us the bad message

Learner playing with ICT devices

### Why is the boy not happy?

Do not send bad messages with your phone or computer.

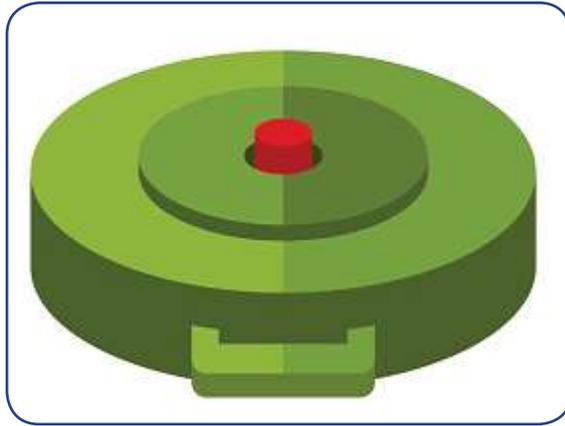
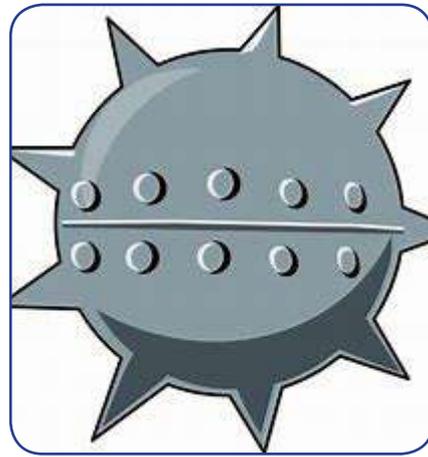
## 5.6 Gas leaks



Gas can be dangerous when it leaks. Avoid playing with gas stoves or gas lamps.

## 5.7 Landmines

Landmines are used in war. When they blow off, they can kill or cause serious injury.



## Landmines

Avoid playing, touching or handling any object that you do not know. Tell your teacher, parents or elders when you come across any object you do not know. It could be a landmine or something dangerous.

# UNIT

# 6

## 6.0 Weather Hazards

### 6.1 Introduction



**What can you see?**

**Tell your friend what you can see in the picture.**

Weather conditions can be dangerous. There are many types of weather hazards. We are going to talk about three types of weather hazards.

These are:

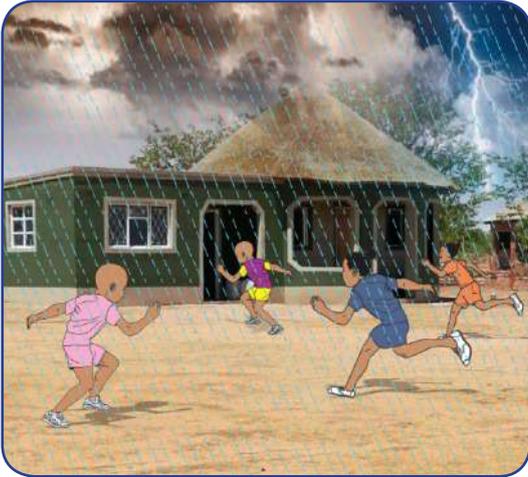
1. Heavy rains and floods
2. Lightning and thunderstorms
3. Strong winds

### 6.2 Objectives

**You should be able to:**

- identify weather hazards
- list things you can do to prevent disasters
- state things you can do after a hazard.

## 6.3 Heavy rains



Heavy rains can be dangerous.

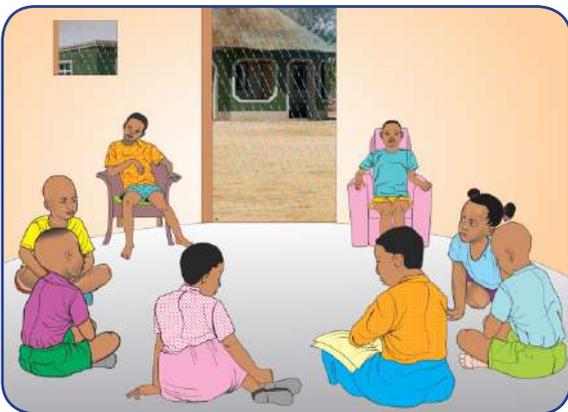


What you should do when there are heavy rains

Use safe crossing points like a bridge



Use a bridge to cross the river



Stay indoors, do not go outside

## 6.4 Floods

Heavy rains can cause floods. Buildings, trees and roads may be covered by floods.



What do you see in these pictures?



What you should do when there are floods

Run to a safe place or higher ground when there are floods.



Do not cross flooded rivers



Do not go near a water body.

Do not drink flood water

## 6.5 Lightning and thunderstorms



Lightning and thunderstorms



Avoid open areas

Do not stand under a tree, find shelter in a building

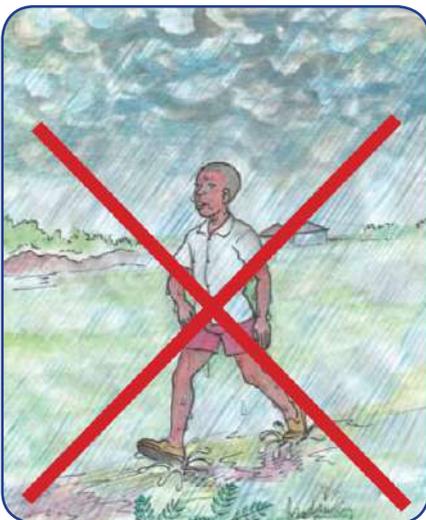


Do not play in open areas like sports grounds



Do not stand under tall things

Avoid being near metal objects



Do not go outside



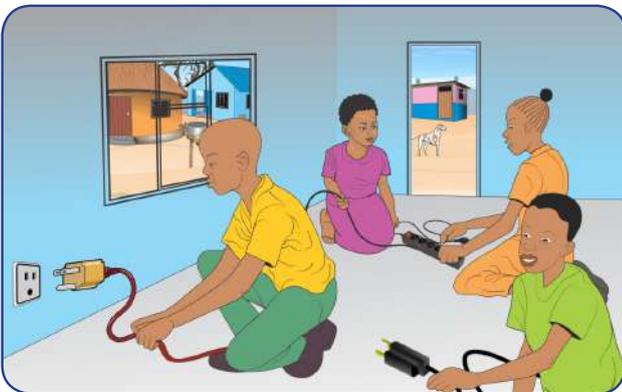
Do not carry an umbrella



Do not play, take a bath, wash dishes, wash clothes in water when there are thunderstorms



Do not use phones or wear earphones



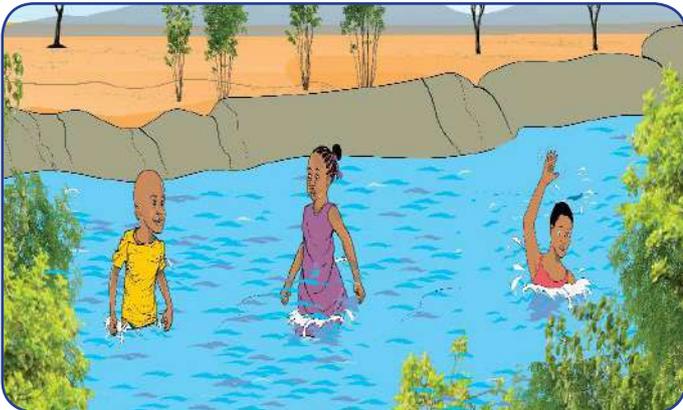
Stay away from electric gadgets



Do not play with a kite



Stay away from windows, or any metal objects



Do not swim



Kneel down and cover ears



Avoid high ground

## 6.6 Strong winds

What you should do when there are strong winds.



Go in a strong building.



Stay away from objects that are likely to fall on you



Close all windows and doors



If the roof is blown off, stay under a table or desk



When there is a whirlwind, seek safe shelter

**Do not forget**



It is dangerous to cross a flooded river. Do not cross or swim.

# UNIT 7

## 7.0 Environmental Hazards



What do you see in these pictures?

### 7.1 Introduction

Fires and chemicals are very dangerous.

### 7.2 Objectives

#### **You should be able to:**

- state things that you can do to avoid fires.
- say things that you should do to prevent environmental hazards.

## 7.3 Fire



Fire destroys buildings and other property

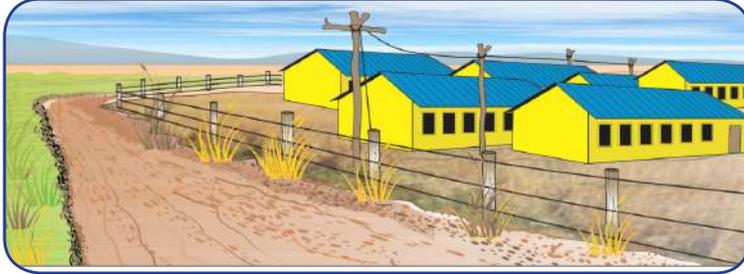
### Staying safe from fire



All schools and buildings must have firefighting equipment like fire extinguishers, fire beaters, hose reels, sand buckets, and fire blanket.



Make fireguards around the school and homes



### Exit Warning SIGNS



Do not play with flammable liquids such as paraffin, petrol, diesel and liquid spirit.

You should know all fire escape routes and fire assembly points

## Exit EMERGENCY SIGNS



When you see these exit emergency signs, follow the direction arrow.

**Do not forget**



Do not store liquids that burn easily like petrol or paraffin



**Do not light fire or play with open flames**



**Do not play with fire, gas lighters or matches**

**When fire breaks out...**



**Do not enter a building on fire**



Do not go back into a burning building to take your things



Bush fire



Do not try to put out a bush fire.



Gather at a fire assembly point if safe to do so



Call the fire emergency or police

**When someone is on fire**



**Cover them with a wet blanket**



**Roll them over on the ground until the fire is out and go to the clinic**



**Do not start a fire or play with fire**

# Appendix 1

## Teacher's notes

- This Handbook is designed for use by infant learners (ECD A-Grade 2) with the help of the teacher
- The purpose of this Handbook is to increase Infant learners' awareness on hazards in their environment and strategies to curb and mitigate the hazards
- Learners at this level use concrete objects to learn, hence, the teacher should be resourceful and make use of the local environment in the teaching and learning process
- The teacher is encouraged to use child-centred approaches such as question and answer, role plays, audio visual aids, games, drills, outdoor activities and drawings
- The teacher should use the indigenous language as the medium of instruction
- Take note that, disaster reduction and management is a cross cutting theme that should be integrated in other learning areas, hence, it is not a stand-alone learning area
- The teacher should be observant to address challenges that may be faced by the learners thereby making the environment safe
- Learners should not touch or smell chemicals or chemical containers

Global Handwashing Day



# Appendix 3

## PROHIBITION SIGNS



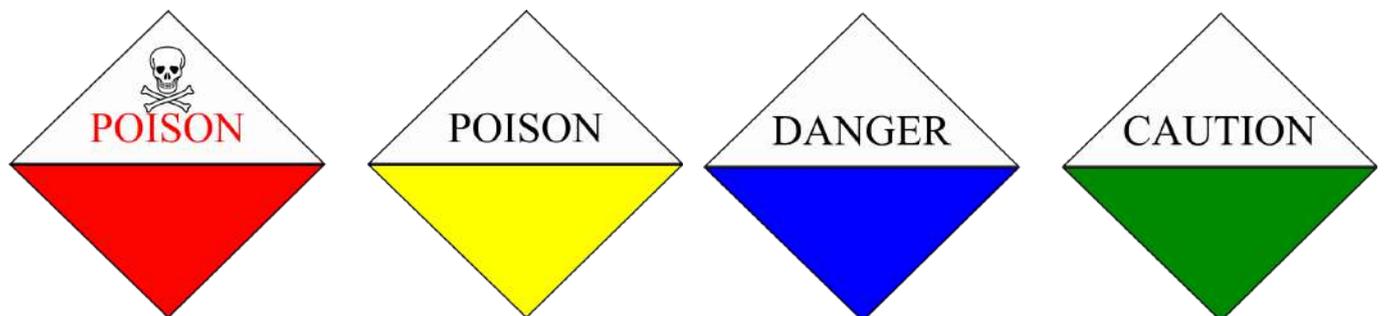
## WARNING SIGNS



## FIRE SAFETY SIGNS



## CHEMICAL DANGER WARNING SIGNS





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