

Our Responsibilities During Disasters

SECTION

This activity aims not only to provide students with information about natural and man-made disasters but also to develop active citizenship. Preventing and effectively managing disasters, and accelerating recovery processes are possible only when every individual, not just public institutions, assumes responsibility. Throughout the activity, students learn about the stages of disaster processes and have the opportunity to analyze the roles of actors such as AFAD (Disaster and Emergency Management Presidency), municipalities, healthcare organizations, voluntary associations, and citizens through real-life scenarios. Through group work and presentations, they develop communication, collaboration, and problem-solving skills, while also reinforcing their sense of social solidarity and responsibility. In this way, students not only gain disaster awareness but also take a strong step toward becoming informed and caring members of their communities.

LESSON

Social Studies

CLASS

6

LEARNING OBJECTIVES

Students explore the roles and responsibilities of citizens and public institutions in preventing, responding to, and recovering from natural or man-made disasters.

DURATION OF ACTIVITY

2 Lesson hour (80 Minutes)

REQUIRED MATERIALS

- Colored A3 paper or cardboard
- Pencils, felt-tip pens
- Scissors, glue
- Role cards (pre-prepared)
- Disaster scenarios (short scenarios written in advance)
- Poster samples (brought by the teacher if desired)
- Board and pencils

PREPARATION PROCESS AND IMPLEMENTATION

Five different disaster scenarios (earthquake, flood, fire, chemical leak, pandemic) are written. For each scenario, role cards are prepared for the relevant actors (citizens, municipality, AFAD, healthcare teams, NGOs, school administration, etc.). The class is organized into five groups. Students who wish to prepare a group board are provided with the necessary materials.

1 INTRODUCTION (10 Minutes)

- The teacher begins the lesson by asking the students the following questions:
 - Have you ever experienced a natural disaster?
 - Do you remember who helped you in such a situation?
 - Do you think everyone has a role after a disaster?
- The teacher then draws the "Disaster Cycle" on the board:
- The stages of Prevention - Response - Recovery are explained.

2 DISCUSSION- (20 Minutes)

The teacher poses questions to the class for each stage:

1. Prevention:

- What can citizens do before a disaster strikes?
- What preparations should municipalities and schools make?

2. Response:

- Who is on duty during a disaster?
- How should citizens behave?

3. Recovery:

- Which institutions are involved in the recovery process after a disaster?
- How does society contribute to this process?

Note: During the discussion, students contribute by providing examples. The teacher writes these on the board.

3 IMPLEMENTATION (30 minutes)

Each group is given a disaster scenario and corresponding role cards. Task:

1. Read the scenario.
2. Discuss what each role should do before, during, and after the event.
3. Prepare a "Who Does What During a Disaster?" poster.
4. On the poster:
 - Brief description of the disaster
 - Roles of citizens, public institutions, and NGOs
 - Add images or symbols.

TEACHER FEEDBACK

1 Presentation and Evaluation (20 minutes):

- Each group shares their poster with the class.
- The other groups listen carefully and ask questions such as, "Could this task have been done by another role?"
- The teacher gives brief feedback on each group's presentation.

2 Teacher Feedback and Evaluation:

Assessment Criteria:

1. Did the student correctly define the three stages of the disaster process?
2. Were the roles of each actor clearly and realistically stated?
3. Was the student actively involved in group work?
4. Was the student able to express themselves during the presentation?

The teacher also gives each student the following individual written questions:

- Which public institution's duties did you understand better today?
- What are your responsibilities as a citizen in the event of a disaster?

APPENDIX 1: SAMPLE SCENARIO AND ROLE CARDS

● Scenario 1: Earthquake

Early one morning, a 6.5 magnitude earthquake struck your city. Some buildings collapsed, and roads were damaged. Power and water were cut off. Schools were closed for two weeks. Some families were relocated to temporary shelters.

📄 Role Cards:

- Citizen: How do you protect yourself during an earthquake? How do you help those around you after an earthquake?
 - AFAD (Disaster and Emergency Management Presidency): Conducts search and rescue operations and sets up tent cities.
 - Municipality: Organizes cleaning, transportation, and water services.
 - School Principal: Ensures students are safe and inspects the school for damage.
 - Volunteer Youth Association: Provides clothing and food assistance to earthquake victims.
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● Scenario 2: Flood

Due to heavy rain, a river overflowed in a district, flooding homes. Some people waited on rooftops for rescue. Houses and cars were destroyed.

📄 Role Cards:

- Citizens: Avoid flood-prone areas and move to safer areas.
 - Fire Department: Evacuates people from higher ground by boat.
 - Mayor: Establishes a crisis desk and informs the public through announcements.
 - Provincial Directorate of Environment and Urbanization: Conducts damage assessment.
 - Red Crescent: Distributes clean water and blankets, and provides hot meals.
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● Scenario 3: Forest Fire

A fire that broke out in the summer spread rapidly through the forest. Wind made it difficult to control. Some villages were evacuated. Animals were also harmed.

📄 Role Cards:

- Citizen (Village resident): Cleans up the area around their home and prepares for evacuation.
 - General Directorate of Forestry: Sends a team to extinguish the fire.
 - Gendarmerie: Evacuates the villagers safely.
 - Veterinarian: Treats injured animals.
 - Nature Conservation Association: Conducts forest cleanup and reforestation efforts after the fire.
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● Scenario 4: Chemical Leak (Man-Made Disaster)

A toxic gas leaked in a factory accident. Residents living near the factory were evacuated. Some people were hospitalized.

📄 Role Cards:

- Citizen (someone living near the factory): Leaves their home immediately and does not leave without a mask.
- 112 Emergency Medical Team: Provides first aid to those affected by the gas.
- AFAD Chemical Response Team: Wears special clothing and arrives at the scene to stop the leak.
- Environmental Engineer: Checks for damage to the soil and water.
- Municipality: Directs evacuated people to temporary shelters.

● Scenario 5: Epidemic (Pandemic)

Many people have become ill due to a widespread virus. Schools have been closed, and everyone has stayed home. Wearing a mask and washing hands has become mandatory.

📄 Role Cards:

- Citizen (student): Wears a mask, washes hands frequently, and maintains distance from others.
- Ministry of Health: Informs the public and prepares hospitals.
- Teacher: Provides distance learning and keeps student morale high.
- Family Physician: Tests individuals showing symptoms and recommends home care.
- Neighborhood Volunteer: Provides shopping support to the elderly.

APPENDIX 2: SAMPLE TEACHER EVALUATION RUBRIC

Criterion	5 - Perfect	4 - Good	3 - Middle	2 – Should be improved	1 – Not Enough
1. The three stages of the disaster process (prevention, response, recovery)	All stages are described accurately, completely and in detail.	Most of the stages are accurately and clearly defined	There are basic definitions, but some stages are missing or superficial.	Some stages are defined incorrectly or confusingly.	The stages are not defined at all or are completely wrong
2. Realism and clarity of actor roles	All roles are appropriate, original and very close to reality	The roles are mostly realistic and clear	Some roles are stated superficially or generally	Roles are too limited or mixed	Roles are almost never specified or incorrectly conveyed
3. Participation and cooperation within the group	All members participated equally and worked harmoniously and creatively.	Most of the group members were active and worked well together.	Participation is uneven but there is effort	Few students are active, group work is weak	No group work was done or only one person was active

4. Presentation skills and expressiveness

Fluent, safe, organized presentation, ideas clearly expressed

The presentation is clear and effective despite minor shortcomings.

There are some gaps in the presentation, but overall it is understandable .
Presentation is disorganized, wording is incomplete or indecisive

No presentation or very inadequate presentation

5. Individual evaluation: Institutional awareness

Explained the public institution with a clear, original and accurate example

He/she has identified the institution correctly and has a clear example.

The definition of the institution is superficial but understandable

The institution name is there but the description is missing or incorrect

Public institution not identified or completely incorrect

6. Individual assessment: Awareness of citizen responsibilities

Explained his/her role clearly, consciously and responsibly

Expressed his/her role accurately and touched upon general responsibilities

Roughly stated responsibilities

Unclear or incomplete definition of responsibility

No answer or no sense of responsibility developed