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M01 → M02 → M1 → M2 → M3 → M4 → M5 → M6

6
ESSENTIAL MODULES INCLUDING FOR PERSONS WITH DISABILITIES



NATURAL DISASTERS

ARMED CONFLICTS

ECONOMIC CRISIS

PANDEMICS/EPIDEMICS

POLITICAL/SOCIAL CRISES



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PROFESSIONALS IN ACTION FOR CRISIS SITUATIONS

INTEGRATED COURSE FOR EFFECTIVE CRISIS MANAGEMENT

WHAT SHOULD I DO?



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PROFESSIONALS IN ACTION FOR CRISIS SITUATIONS

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APPENDICES -

I. INTRODUCTION

1.1. CONTEXT AND NEED FOR THE INTEGRATED COURSE

The current geopolitical situation and geo-climatic changes require adequate preparation of the population to minimize personal, family, and community impact in the event of a potential crisis.

WHAT DOES A CRISIS SITUATION MEAN? – it is a difficult or dangerous situation involving people or organizations that can have significant negative consequences (*natural disasters, armed conflicts and wars, economic/financial crises, pandemics and epidemics, political or social crises, company bankruptcy*).

WHO CONTRIBUTED TO THE DEVELOPMENT OF THE INTEGRATED COURSE?

- 2 NGOs from Romania - us, from the Eco Alpin Sports Club Association and the Association for People with Physical Disabilities "St. Haralambie".
- A higher education institution from Bulgaria - NAVAL ACADEMY "N.Y. VAPTSAROV", Varna, Bulgaria.
- A technical cadet school, Miskolc, Hungary.
- To benefit from the expertise of personnel specialized in crisis management, we had as an associated partner - the Association of Reserve Officers in Romania.

1.2. GENERAL OBJECTIVES OF THE COURSE

THERE ARE FOUR GENERAL OBJECTIVES WE SET FOR THIS INTEGRATED COURSE

1. To raise awareness of the integrated approach to crisis situations.
2. To improve professional skills for intervening in crisis situations.
3. To develop the quality of training programs in crisis management.
4. To enhance the organizational capacity to cooperate transnationally and cross-sectorally in order to provide a response adapted to different crisis situations that require diverse skills.

THE EXPECTED RESULT - To have a pool of qualified instructors ("*crisis professionals"*) who will form *"instructors / "* for their communities.

To maintain the nature of an "*integrated course"*, regardless of the specific crisis context (natural disasters, conflicts/war, economic crises, pandemics/epidemics, political/social crises), **the course is organized into modules according to the essential needs of survival.** The specific features of a crisis type are developed separately. You will find teaching content and essential methods, techniques, and procedures needed by professional instructors to convey the information necessary for survival in crisis situations, including for people with disabilities, specific to the geographical characteristics of the place of application/existing risk (mountain, plain, delta, urban, rural).

Even if a major crisis is not imminent, natural disasters, cyber attacks, wars, or economic/financial crises are events that are constantly occurring globally and that, directly or indirectly, through their consequences, affect us as well.

The Integrated Course for Effective Crisis Management is complemented by the *Guide for Effective Action and Good Practices in Crisis Situations.*

1.3. TARGET GROUP

Reserve military personnel, volunteer reservists, military staff, and teachers/instructors from partner organizations who have responsibilities in crisis management.

WHAT MUST BE EMPHASIZED IS that although most trainees come from specialized fields – *disasters, security, public health, economy, social* – **the course aims to expand their perspective beyond their individual area of expertise, toward an integrated understanding of all five major types of crisis situations** – *natural disasters, armed conflicts, pandemics/epidemics, social and political crises, and financial crises* – characterized by complexity, interconnectedness, unpredictability, and cross-sectoral impact.

Professionals are trained for a specific type of crisis.
Professionals must develop adaptive thinking that can be transferred across crisis contexts.

Preparedness for crisis situations requires immediate and coordinated responses to minimize impact and facilitate recovery and reconstruction.
WE HOPE OUR EFFORT WILL BE A MAJOR SUPPORT!

HOW THIS COURSE IS USED

The information in this course is conveyed to professionals in a structured, progressive manner focused on **developing their pedagogical competencies.**

The purpose of this course is not memorizing rules, lists, activities, criteria, and principles, **but the ability of professionals to pass on information clearly, coherently, and adapted to different categories of trainees, as well as to manage the emotional reactions, panic, and misinformation associated with risk and emergency topics in crisis situations.**

1. PEDAGOGICAL APPROACH – teaching the content of the course's component modules combines four methods:

- GUIDED EXPOSITION – presenting the main information to clarify the conceptual framework;
- LEARNING THROUGH PROBLEM-SITUATIONS – scenarios, role-playing;
- ANALYSIS OF CORRECT AND INCORRECT BEHAVIORS AND ACTIONS – *what you do* and *what you must not do;*
- PRACTICING THE ROLE OF PROFESSIONALS.

2. STRUCTURING THE TRAINING SESSION

The course is designed as training sessions, in the following sequence:

CONTEXTUALIZING THE TOPIC	– Presenting the importance of the subject in surviving crisis situations; – Presenting real examples, without providing excessive details; – Presenting the role of the professional instructor in preventing dangerous behaviors and correcting common mistakes.
PRESENTING THE BASIC CONTENT OF THE CONCEPT	– What needs to be known before the event/crisis – preparation and prevention; – What to do during the event; – What to do after the event; – Managing important critical situations; – Presenting common mistakes that must be avoided and corrected by the instructor. – Encouraging professionals to reformulate the information received and adapt it to their target audience, at the level and understanding of different categories of professional – children, adults, vulnerable individuals – using short, clear, and easy-to-remember messages.
TEACHING METHODS AND SUGGESTIVE WORKSHEET MODELS	– Worksheets for guided discussions / exercises / case studies / role plays are detailed. – Suggestive solutions for participant tasks are presented, along with observation-evaluation sheets used to assess instructors' competencies in coherently explaining a crisis situation, identifying incorrect behaviors in a scenario, and structuring a mini-training session. – Useful messages that need to be reinforced, repeated, and integrated into future examples and exercises are detailed.

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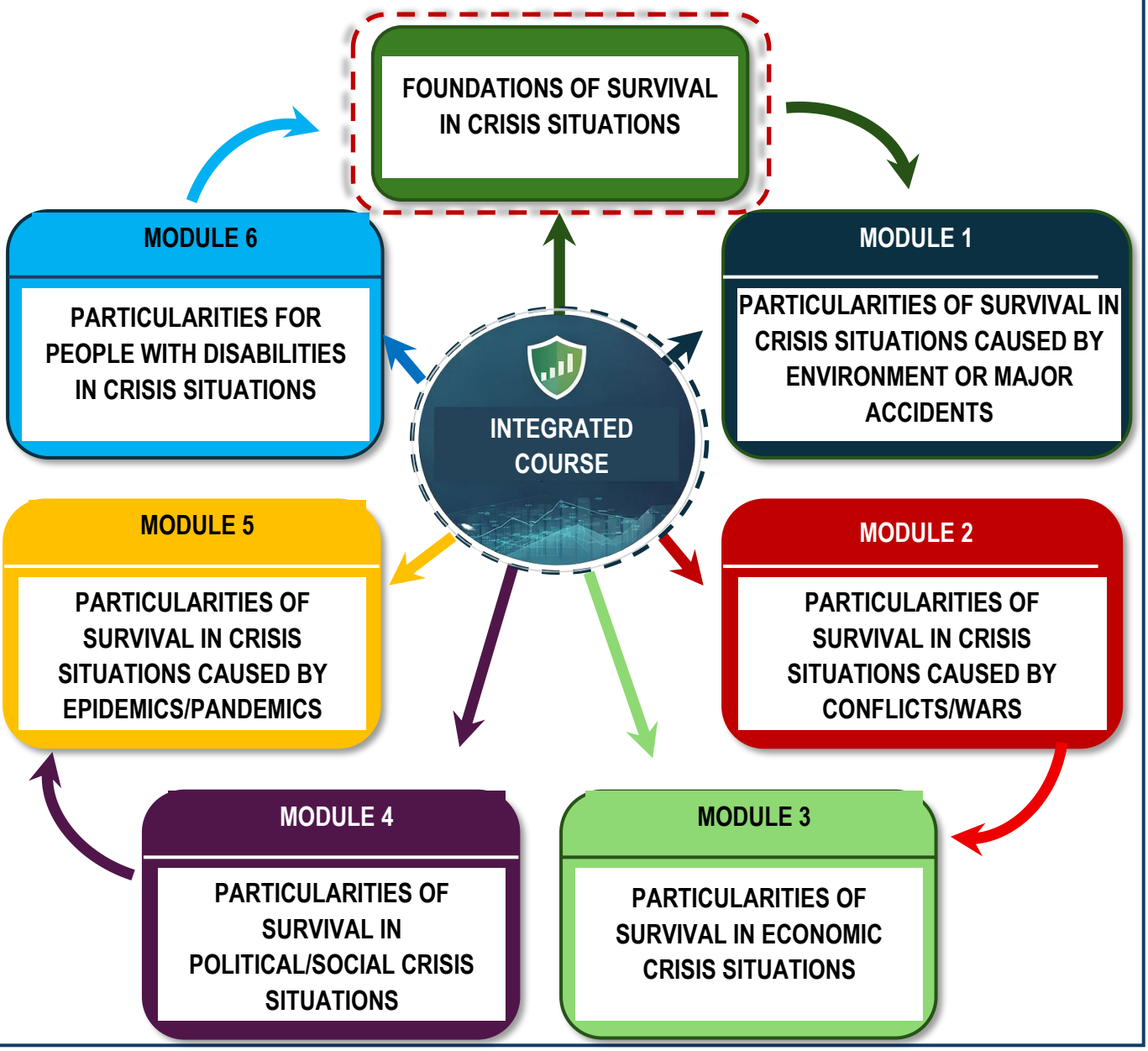
FUNDAMENTALS OF SURVIVAL IN CRISIS SITUATIONS

- ✓ Terminology and basic concepts.
- ✓ The importance of preparing for crisis situations.
- ✓ The psychology of survival and *the "Survivor Mindset."*
- ✓ The role of the leader in crisis situations. Communication, decision-making, resource management.
- ✓ Logistics and essential equipment – *the Survival Kit.*
  - The survival kit in crisis situations – *Survival 72 hours*.
  - Comparison – Mountain survival kit / Urban survival kit.
- ✓ Skills needed for survival in crisis situations – *Shelter, Water Procurement, Fire, First Aid, Food Procurement, Terrain Navigation*.

- ✓ **What the professional instructor must know** and pass on to trainees – teaching content.
- ✓ **How the professionals explains and what methods they use** to convey information **– TRAINING METHODS / PEDAGOGICAL RECOMMENDATIONS**



MAP OF THE INTEGRATED SURVIVAL COURSE
PLACE OF THE FUNDAMENTALS OF SURVIVAL IN CRISIS SITUATIONS



THE FUNDAMENTALS OF SURVIVAL IN CRISIS SITUATIONS – represent **THE STARTING POINT OF THE INTEGRATED SURVIVAL COURSE AND THE CONCEPTUAL AND METHODOLOGICAL FOUNDATION OF THE COURSE**, establishing the common framework of understanding for all types of crises addressed later. This chapter introduces key notions regarding survival, crisis, risk, and adaptation, providing professionals with a common language and a unified logic of analysis that will be used throughout the course.

In the course map, THE FUNDAMENTALS OF SURVIVAL IN CRISIS SITUATIONS create the foundation upon which all other modules are built, regardless of the nature of the crisis analyzed. The general principles presented here – *situation assessment, resource prioritization, rational decision-making, and stress management* – are revisited and adapted in Modules 1 and 2 for crises with physical and social impact, then extended in Modules 3 and 4 for crises with economic and political/social impact.

At the same time, THE FUNDAMENTALS OF SURVIVAL IN CRISIS SITUATIONS prepares professionals for addressing crises of prolonged duration and cumulative effects, covered in Module 5 (epidemics/pandemics), where adaptability and maintaining functionality become essential. It also provides the necessary framework for understanding the particularities of vulnerable groups analyzed in Module 6.

Through its positioning, THE FUNDAMENTALS OF SURVIVAL IN CRISIS SITUATIONS ensures the coherence of the entire integrated course, demonstrating that **survival is a structured, transferable process** across different contexts and that all subsequently developed competencies originate in this set of fundamental principles.

THE FUNDAMENTALS OF SURVIVAL IN CRISIS SITUATIONS

CONTENTS

1. TERMINOLOGY AND BASIC CONCEPTS.
   - SPECIFIC INFORMATION TRANSMITTED – DIDACTIC CONTENT
   - PEDAGOGICAL METHODS FOR TRANSMITTING INFORMATION – EXERCISE SHEET
2. THE IMPORTANCE OF PREPARING FOR CRISIS SITUATIONS.
   - SPECIFIC INFORMATION TRANSMITTED – DIDACTIC CONTENT
   - PEDAGOGICAL METHODS FOR TRANSMITTING INFORMATION – EXERCISE SHEET
3. THE PSYCHOLOGY of survival – *"THE VICTIM MINDSET"* AND *"THE SURVIVOR MINDSET."*
   - SPECIFIC INFORMATION TRANSMITTED – DIDACTIC CONTENT
   - PEDAGOGICAL METHODS FOR TRANSMITTING INFORMATION – EXERCISE SHEET
4. THE RULE OF 3 IN SURVIVAL.
   - SPECIFIC INFORMATION TRANSMITTED – DIDACTIC CONTENT
   - PEDAGOGICAL METHODS FOR TRANSMITTING INFORMATION – EXERCISE SHEET
5. THE ROLE OF THE LEADER IN CRISIS SITUATIONS. COMMUNICATION, DECISION-MAKING, RESOURCE MANAGEMENT.
   - SPECIFIC INFORMATION TRANSMITTED – DIDACTIC CONTENT
   - PEDAGOGICAL METHODS FOR TRANSMITTING INFORMATION – EXERCISE SHEET
6. LOGISTICS AND EQUIPMENT – *THE 72H SURVIVAL KIT.*
   - SPECIFIC INFORMATION TRANSMITTED – DIDACTIC CONTENT
   - PEDAGOGICAL METHODS FOR TRANSMITTING INFORMATION – EXERCISE SHEET
7. ESSENTIAL SKILLS FOR CRISIS SITUATIONS.
   - **SHELTER** – criteria, examples, types, exercise sheet.
   - **WATER** – identification, filtration, purification, exercise sheet.
   - **FIRE** – ignition methods, types of fire pits, use, safety, exercise sheet.
   - **FOOD** – prioritization, sources of procurement, avoiding risks, exercise sheet.
   - **LAND NAVIGATION** – map, compass, cardinal points, natural landmarks, exercise sheet.
   - **FIRST AID** – basic treatments, ABC – *airway – breathing – circulation, rescuer safety, and rapid triage,* exercise sheet.





II. THE FUNDAMENTALS OF SURVIVAL IN CRISIS SITUATIONS

INTRODUCTION

This module represents the conceptual and practical foundation of the entire training program, with the role of aligning professionals to a common language, validated principles, and an integrated understanding of survival and crisis management as complex processes.

We believe that, before being able to act effectively in the field, it is necessary to understand the conceptual framework in which crises occur, how they arise, how they evolve, and how they affect the people involved, organizations, and communities, and what appropriate procedures must be applied.

Thus, **the module is designed as a predominantly applied module,** in which instructors will constantly work with scenarios, guided exercises, and situation analyses. The main goal is not memorizing information, but developing the ability to act in a structured way, to make quick decisions, and to explain these processes to others in contexts of stress and limited resources, with emphasis on ***"knowing how to explain why you do what you do."*** developing the capacity of professional instructors to explain, contextualize, and adapt these fundamentals according to the type of crisis, the target audience, and the operational environment.

The module begins by **clarifying the terminology and basic concepts,** used later in exercises and simulations. Participants will practice recognizing types of crisis situations, identify risk factors, and practice formulating clear operational definitions that can be easily conveyed to trainees. In the field of survival, terminology is not a simple linguistic tool, but becomes a critical element for operational communication, situation assessment, and decision-making under pressure.

Thus, the confusion between *"danger," "emergency"* or *"disaster"* can generate critical delays in intervention or the application of inadequate procedures. **The importance of preparation** is addressed through practical comparisons between *"no preparation"* scenarios and *"minimal preparation"* scenarios, highlighting the direct impact on reaction time, safety, and decision-making efficiency.

The psychology of survival is the central axis around which all other developed skills are structured. Without mastering emotional reactions, without awareness, and without a survivor mindset, physical techniques and equipment become insufficient. Developing the survivor mindset, along with proper stress management and the application of the rule of 3, forms the psychological infrastructure necessary for any professional instructor operating in crisis situations. Therefore, the survival psychology component is addressed through self-assessment exercises, role-playing, and guided discussions that highlight the differences between *"victim mindset"* and *"survivor mindset."* These activities are correlated with the Rule of 3 in survival, used as a practical prioritization tool in simulated scenarios where participants must quickly decide which actions are critical and what can be postponed.

Special emphasis is placed on **the role of the leader in crisis situations,** focusing on clear communication, decision-making under uncertainty, and effective management of limited resources. This area is addressed through group leadership exercises, communication under stress, and decision-making under time constraints. Participants will alternate between leader and team member roles, subsequently analyzing the impact of communication style, clarity of commands, and resource management. These exercises allow professional instructors to observe and correct behaviors in real time, developing facilitation and feedback skills.

The module integrates **logistics and equipment** through practical activities of analysis and configuration of the 72-hour survival kit. Participants will evaluate real equipment or equipment lists, prioritize items according to the scenario, and justify their choices, consolidating the link between theory and practical field use.

In the final part, **essential survival skills** are introduced as practical workshops – building and evaluating a shelter, identifying and treating water, starting a fire under different conditions, prioritizing food, navigating the terrain with and without tools, and the first aid component. These competencies are presented not only from the perspective of *"how to do it,"* but also *"why to do it,"* providing professional instructors with a coherent framework for teaching, demonstration, and evaluation. The emphasis on safety, prioritization, and risk reduction reinforces the applied nature of the module and sets the stage for further in-depth study later in the course. Each activity is followed by highlighting common mistakes that instructors must correct and by debriefing, to turn practical experience into transferable teaching competence.

IMPLEMENTATION PLAN FOR TRANSMITTING INFORMATION ON THE FUNDAMENTALS OF SURVIVAL IN CRISIS SITUATIONS – PRINCIPLES, PSYCHOLOGY, TERMINOLOGY, AND BASIC SKILLS.

1. **TYPE –** course for professionals .
2. **PARTICIPANTS –** professionals from different crisis-related fields.
3. **GENERAL OBJECTIVE –** professionals acquire the necessary competencies to teach effectively and to convey correctly, in a structured and applied manner, the fundamental principles of survival in crisis situations, understanding the psychological, pedagogical, and operational foundations of training under pressure, and they effectively train learners in crisis contexts – *natural disasters, conflicts, pandemics, social/economic crises.*
4. **SPECIFIC OBJECTIVES** – By the end of the module, professionals will be able to:
   - Clearly explain the fundamental concepts of survival – *terminology, mindset, the role of the leader, basic skills.*
   - Convey the importance of physical, mental, and logistical preparation.
   - Explain the psychology of survival and the differences between a *victim mindset* and a *survivor mindset.*
   - Teach the "*Rule of Threes in Survival"* as a prioritization tool.
   - Explain the difference between leadership in normal situations and leadership in crisis situations, and describe the leader's role as a factor of emotional and cognitive stabilization;
   - Teach survival kit content in a structured and demonstrative manner.
   - To guide learners in acquiring the essential skills needed for building shelter, procuring water, starting fires, procuring food, orienting in the terrain, and applying first aid measures.
   - To apply interactive methods, demonstrations, scenarios, and tactical exercises.
5. **REQUIRED RESOURCES**
   - Flipchart, markers, sticky notes.
   - Stopwatch or app for time pressure.
   - Speaker for background noises – alarm, chaos.
   - Worksheets.
6. **DIDACTIC CONTENT – what is taught**

   2.1 Terminology and basic concepts.
   2.2 The importance of preparing for crisis situations.
   2.3 The psychology of survival – *"victim mentality"* and *"survivor mentality."*
   2.4 The rule of 3 in survival.
   2.5 The role of the leader in crisis situations: communication, decision-making, resource management.
   2.6 Logistics and equipment – *The 72-hour survival kit.*
   2.7 Essential skills for crisis situations.
   - Shelter – criteria, examples, types.
   - Water – identification, filtration, purification.
   - Fire – ignition methods, types of fire pits, use, safety.
   - Food – prioritization, sources of procurement, avoiding risks.
   - Terrain orientation – map, compass, cardinal points, natural landmarks.
   - First aid – basic treatments, ABC – *airway – breathing – circulation, rescuer safety and rapid triage.*
7. **DIDACTIC METHODS / PEDAGOGICAL RECOMMENDATIONS**

   Interactive methods
   - Brainstorming.
   - Guided questions.
   - Analysis and discussions on real scenarios.
   - Role play.
   - Structured discussion.

   Demonstrative / practical methods
   - Step-by-step demonstration – kit, compass, fire, bandaging.
   - Teamwork – essential skills for crisis situations.
   - Time-limited exercises.
   - Applied exercises for prioritizing actions and making decisions.
8. **STRUCTURE**

   STAGE 1 – INTRODUCTION and ACTIVATION OF PARTICIPANTS – *awareness of personal experience with crisis situations.*
   - Presentation of objectives.
   - Group activation – prior experiences.

   Didactic methods – brainstorming, guided discussion.

   Survival in crisis begins with understanding how adults learn under pressure.

   STAGE 2 – TRANSMISSION OF INFORMATION / EXPLANATION OF DIDACTIC CONTENT

   SUBSECTION 1.1. TERMINOLOGY AND BASIC CONCEPTS

   What is conveyed to professionals / Didactic content
   - Definitions of terms/concepts – hazard, emergency, disaster, crisis.
   - Essential differences.
   - Classification of crises – natural, human-induced, hybrid.

   Didactic methods

- Interactive discussions on real scenarios, concrete examples.
- Guided questions, quick-check questions.

SUBSECTION 1.2. THE IMPORTANCE OF PREPAREDNESS FOR CRISIS SITUATIONS

What is conveyed to professionals / Didactic content

- Preparedness – the difference between reaction and panic.
- The importance of *time* in crisis situations – critical factor.
- Mental and technical preparedness.
- Preparing *professionals professionals* for all 5 types of crisis.

Didactic methods

- Step-by-step demonstration.
- Interactive discussions.
- Case study.

SUBSECTION 1.3. THE PSYCHOLOGY OF SURVIVAL – THE SURVIVOR MINDSET

What is conveyed to professionals / Didactic content

- The difference between a *victim* mindset and a survivor mindset.
- The effects of panic on decisions and patterns of behavior under pressure.
- Stress reactions – *fight–flight–freeze.*

Didactic methods

- Applied exercise – Role play – two teams – "*victims*" and "*survivors*".

SUBSECTION 1.4. THE RULE OF 3 IN SURVIVAL - as a prioritization tool

What is conveyed to professionals / Didactic content

- 3 minutes without air
- 3 hours without shelter
- 3 days without water
- 3 weeks without food.

Didactic methods

- Guided decision-making exercise - visual approach

SUBSECTION 1.5. THE ROLE OF THE LEADER IN CRISIS SITUATIONS. COMMUNICATION, DECISION-MAKING, RESOURCE MANAGEMENT.

What is conveyed to professionals / Didactic content

- The role of the leader and communication in crisis situations.
- Decision-making under pressure.
- Efficient resource management.

Didactic methods

- Guided decision-making simulation.
- Applied exercise of analysis and reflection, focused exclusively on the leader's role.

SUBSECTION 1.6. LOGISTICS AND THE SURVIVAL KIT

What is conveyed to professionals / Didactic content

- The 72-hour survival kit.
- Differences between urban/mountain kits.
- Essential critical equipment.

Teaching methods

- Practical demonstration of preparing the 72-hour survival kit, emphasizing the reasoning behind the prioritization of materials

SUBSECTION 1.7. ESSENTIAL SKILLS FOR SURVIVAL

What is conveyed to professionals / Didactic content

- SHELTER – principles – protection from wind, cold, rain.
- WATER – methods of finding and purifying.
- FIRE – lighting techniques, preparatory material.
- FOOD – safe sources and risks.
- ORIENTATION – compass, sun, simple maps.
- FIRST AID – the ABCs of life + tourniquet, immobilization.

Teaching methods

- Team presentations / guided practice.
- Learning through rotation.
- Applied exercises

STAGE 3 – CONSOLIDATION, RECAPITULATION, REFLECTION AND FEEDBACK

1.1. BASIC TERMINOLOGY AND CONCEPTS FOR SURVIVAL IN CRISIS SITUATIONS

This subsection aims to create a common conceptual framework for all participants and to eliminate terminological ambiguities that can generate confusion or wrong decisions in crisis situations. For professionals, the correct understanding of terms is not just a theoretical requirement, but an essential teaching and facilitation skill that directly influences how professional will interpret and react in real situations.

In professional practice, terminological clarity is indispensable. Each term covers a distinct set of conditions, mechanisms, and procedures, and a nuanced understanding of these ensures correct, rapid, and appropriate interventions.

Therefore, the instructor has the responsibility to convey essential information in a structured, correct manner adapted to the trainees' level. At the same time, they must verify that participants understand the content and can apply it appropriately in real crisis situations. In this way, the training process is not limited to the transfer of information, but ensures the development of the skills needed to act efficiently and safely.

The role of professional instructors is not only to present accurate information, but also to ensure that it is turned into practical skills by the trainees. Through appropriate training and evaluation methods, professional instructors confirm that participants can correctly use knowledge in the specific context of a crisis. Thus, **the responsibility of training extends from simple teaching to guaranteeing operational competence.**

MAKE SURE YOU USE THE CORRECT TERMS AND THAT YOU GUIDE THE TRAINEES TO USE THEM APPROPRIATELY!

TERM	DEFINITION
HAZARD 	- Events, situations, occurrences that endanger or may endanger the existence or integrity of someone or something, which can lead to the triggering of more serious events, to emergency situations and disasters, depending on contextual conditions and population vulnerability. - A hazard is not, in itself, an exceptional event, but a predisposing factor. It manifests with a certain frequency (for example - seasonal floods, vegetation fires, drought, extreme frost). - The main characteristic of a hazardous state is potentiality. - In the training process, the professional trainee must acquire the ability to identify hazards in the operational environment, assess their probabilistic evolution, and take preventive measures before they turn into critical situations.
URGENCY 	- An emergency is an event or situation that requires immediate intervention, without delay, a problem whose solution/resolution cannot be postponed, because it directly threatens the lives, health, physical integrity of people or the functionality of essential systems. - Unlike a hazard, an emergency already involves the onset of a harmful process – a fire that has broken out, a serious accident, a person lost in hostile terrain, massive bleeding, an avalanche. - In response operations, an emergency is characterized by an extremely short time window in which the professional's action can determine the balance between losses and rescue/problem resolution. - In this regard, *STANDARDIZED ACTION PROCEDURES* (*SOP – Standard Operating Procedures*) are developed, designed to reduce the time between identifying the emergency and taking effective action.
DISASTER 	- Disaster constitutes an event of major scale, caused either by natural factors or by human activities, which generates human, material losses or environmental changes, exceeding the normal reaction capacities of the community or of the institutions. - Therefore, a disaster is defined not only by its physical impact, but also by the exceeding of the response capacity. An earthquake can be a simple natural phenomenon if it causes no damage – it becomes a disaster when it produces victims, massive destruction, infrastructure collapse and the need for coordinated, large-scale intervention. - Professionals must be prepared to act in a context where resources are limited, communications may be affected, and logistics are severely disrupted. - In a disaster situation, strategic approach, operational leadership and technical skills are particularly important.
CRISIS 	- A crisis is a critical moment in the evolution of a process, a breaking point that can lead either to the worsening of the situation or to its stabilization. - It involves major system dysfunctions, destabilization, loss of control over resources and the emergence of collective tensions. - A crisis is characterized by ambiguity, intense decision-making pressure and extensive, often transnational, impact. - A crisis can manifest itself socially, politically, economically, militarily or in health. For example, an economic crisis can paralyze financial systems, a political crisis can lead to instability and protests, a security crisis can escalate into armed conflict. - In crisis management, the professional must combine analytical skills, flexibility, strategic communication and coordination capacity.
SURVIVAL 	- To remain alive after the occurrence of a catastrophe, a cataclysm, a disaster.

SAFE PLACE 	- A place where you can go to be protected. - A safe place varies depending on the urgency of the situation or the type of disaster/catastrophe/cataclysm.
SHELTERING 	- Specific measure for the protection of the population, material goods, cultural and heritage values, during military hostilities and emergency situations, against their effects.
CIVIL PROTECTION SHELTERS 	- Specially arranged spaces for protection in specific situations, designed, built, equipped, fitted out and authorized according to technical norms and instructions.
PREPARATION 	- Prepare yourself and the means/equipment necessary for action. - You must be permanently prepared! - such as when you put on a jacket, a hat, gloves, boots, when you take an umbrella to prepare for a rainy day.
NOTIFICATION 	- Transmission of authorized information about the imminence or occurrence of disasters and/or armed conflicts to central or local public administration authorities and the population, as appropriate, in order to avoid surprise and to implement protection measures.
WARNING 	- Bringing to the public's attention the necessary information about the imminence or occurrence of disasters.
PRE-ALARM 	- Transmission of warning messages/signals to authorities about the likelihood of disasters or an air attack.
	- Transmission of warning messages/signals to the population about the imminence of disasters or an air attack.

GENERAL CHARACTERISTICS OF CRISES

Crises in contemporary society share a series of common characteristics, regardless of their specific nature. A solid understanding of these characteristics allows professionals to develop appropriate mental models for anticipation, reaction, and recovery. Understanding these characteristics is essential to prepare learners to respond appropriately under conditions of high uncertainty and pressure.

CHARACTERISTICS OF CRISES

- ✓ Unpredictability
- ✓ Scale and complexity
- ✓ Social and psychological impact
- ✓ Economic impact
- ✓ Multilevel coordination

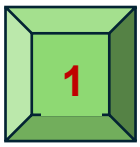
UNPREDICTABILITY	Many crises occur without warning or with insufficient signals, requiring rapid reactions based on continuous preparation and alternative plans.
SCALE AND COMPLEXITY	Crises can affect from local to national level and require effective coordination of numerous actors. Their interdependence can amplify effects in other areas.
SOCIAL AND PSYCHOLOGICAL IMPACT	Crises generate fear, panic, and vulnerability, affecting social cohesion. Effective communication is essential to limit psychological effects.
ECONOMIC IMPACT	Crises produce economic losses, disrupt activities, and increase recovery costs. Resource planning becomes essential to reduce impact.

THE NEED FOR MULTILEVEL / CONCURRENT COORDINATION ACROSS MULTIPLE AREAS

Crisis management requires collaboration between different levels of responsibility – local, regional, national, and international. The operational strategy must include clear processes for command, communication, and distribution of responsibilities. **Lack of coordination is one of the most frequent causes of intervention failure,** which justifies rigorous training in leadership and resource organization.

To ensure a coherent and effective response, professional instructors must understand how coordination is achieved between local–regional–national–interinstitutional levels and how the actions of the various teams and structures involved are synchronized.

The instructor's role is to clarify to participants how these levels interact and to prepare them to collaborate effectively in complex contexts with multiple lines of command and responsibility.



EXERCISE SHEET 1 – ACTIVATION and INTRODUCTION
AWARENESS OF ONE'S OWN EXPERIENCE IN CRISIS SITUATIONS

This stage aims to create the working framework for the module and to connect the course content with the participants' real experience.

LEVEL – Professionals .
RESOURCES – Computer, projector, flipchart / whiteboard, markers, worksheets.
ACTIVITY OBJECTIVE – Raising awareness of how participants, in their role as instructors, have experienced and managed crisis situations, by identifying the relationship between **stress**, **manifested behaviors**, and **lessons learned**.

PROCEDURE

1. PRESENTATION OF OBJECTIVES
- Professional instructors explain the purpose of the activity, emphasizing that the focus is not on evaluation or performance, but on **personal reflection** and **learning from experience**.
- It is clarified that the discussion is conducted **from the instructor's perspective** and not from that of the course participant.

2. GROUP ACTIVATION – exploring previous experiences
- Professional instructors address the group with questions such as:
  – *"What does survival mean to you, as instructors, not as participants?"*
  – *"What type of crisis do you find most difficult to manage in your training activity and why?"*
- Participants are encouraged to provide concrete examples – *extreme situations, difficult contexts, emotional or professional blockages.*

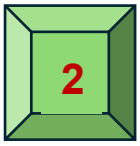
3. COLLECTING IDEAS
- The expressed ideas are summarized by the instructor on the flipchart in a **table:**
  - **STRESS** – what type of pressure or difficulty was felt.
  - **BEHAVIORS** – reactions, actions, strategies used.
  - **LESSONS LEARNED** – conclusions, skills developed, changes.

EXAMPLE TABLE – COMPLETED AS A GUIDE

STRESS in the crisis situation	BEHAVIORS reactions / actions	LESSONS IDENTIFIED / LEARNED
– **TIME PRESSURE AND EXPECTATIONS OF GROUP MEMBERS.**	– I accelerated the pace, became more direct and more authoritarian, reduced interaction with group members.	– It is important to prioritize content in order to *"cover everything I set out to do."*
– **OPEN CONFLICT BETWEEN PARTICIPANTS.**	– I intervened quickly to stop the discussion, sometimes too authoritarian.	– Conflicts can be used as learning opportunities if managed calmly and in a structured way.
– **LACK OF ENGAGEMENT OR RESISTANCE FROM THE GROUP.**	– I insisted on rules and structure, avoided emotional discussions.	– It is essential to create safety before asking for engagement.
– **PERSONAL CRISIS CONCURRENT WITH THE DELIVERY OF THE ACTIVITIES.**	– I functioned *"on autopilot,"* with high energy consumption.	– Self-management and personal boundaries are essential for the role of professional instructor.
– **UNFORESEEN SITUATIONS – TECHNICAL, LOGISTICAL.**	– I improvised, sometimes with visible embarrassment.	– Flexibility and embracing vulnerabilities increase the credibility of the professional instructor.
The instructor synthesizes the key ideas, highlighting the connection between awareness, self-regulation, and the development of crisis management skills in the role of instructor.		

POSSIBLE / SUGGESTED ANSWERS
Group activation
- **The question is asked – *"What does survival mean to you, as instructors?"***
  – ***Possible suggested answers:***
  - *Survival means the ability to remain functional and present even when the context is hostile, unpredictable, or emotionally demanding.*
  - *For me, survival is not about "getting through the course," but about protecting my internal resources – energy, clarity, and emotional balance.*
  - *Survival involves being able to make quick decisions under pressure without losing the relationship with the group.*
  - *It means accepting that I cannot control everything and being able to adapt the objectives according to the reality in the room.*
  - *It is the ability to continue well, even when I, personally, am in a state of discomfort or vulnerability.*
- **Example of concluding:**

Survival is more related to **self-management and adaptation**,
not to performance or total control.



EXERCISE SHEET 2
TERMINOLOGY AND BASIC CONCEPTS

1. **THE EXERCISE OPENS and the *participants* are asked – *"What type of crisis do you find most difficult to manage and why?"***
   – ***Possible indicative answers:***
   – *conflicts and tensions in the group;*
   – *unexpected emotional reactions;*
   – *situations where the instructor is emotionally affected;*
   – *lack of participant motivation.*

The most difficult crises are those involving emotions, relationships, and professional identity, not just technical issues.

2. **CLARIFYING THE CONCEPTS**
   – **Key terms are presented through simple, operational definitions**, without unnecessary jargon, concrete examples from real situations, visual comparisons (table – *emergency ≠ crisis ≠ disaster*).
   – **A conceptual diagram is drawn on the flipchart and used to consolidate the information, along with the term and the generic way it affects systems/populations.**
   – **Examples:**

- **CRISIS → affects systems** → *Blocking of all activity, panic, decisions under pressure.*
- **DISASTER → affects populations** → *A person electrocuted.*
- **EMERGENCY/DANGER → affects individuals** → *An uninsulated electrical cable*

   – **For each important term, explanations are provided, along with correct and incorrect examples, explaining why each is correct or incorrect:**

- ***EXAMPLE CORRECT*** *– "**This is a disaster** because it exceeds the usual management capacity, simultaneously affects multiple levels – emotional, relational, organizational – and requires quick decisions under high pressure."*
  - ***WHY IS IT CORRECT to call it a DISASTER?***
    - *it is not limited to a single point-in-time event.*
    - *it includes systemic impact.*
    - *it highlights the exceeding of existing normal resources.*
    - *it involves prolonged stress and uncertainty.*
- ***EXAMPLE WRONG*** *– "**This is NOT a crisis** – it is a point-in-time emergency, because the situation is clearly delimited, has a standard solution, and can be resolved quickly without affecting overall functioning."*
  - ***WHY IS IT WRONG to call it a CRISIS:***
    - *the impact is limited in time.*
    - *known procedures exist.*
    - *it does not produce major or lasting imbalance.*
    - *it does not affect identity, relationships, or the meaning of the activity.*

   – **To consolidate knowledge, the central idea is repeated –** *"In a crisis, time is a resource that separates effective action from serious consequences. Preparation reduces the time needed to make a good decision."*
   – **A permanent connection is made between theory and its immediate applicability, and the conclusion is drawn:**

"Not every difficult situation is a crisis. A crisis occurs when pressure exceeds the usual capacity to adapt and forces us to change the way we operate."

3. **CHECKING UNDERSTANDING**

The following questions may be asked
   – *How would you define a crisis in no more than 10 words?*
   – *What is the difference between danger and emergency?*

SUGGESTED ANSWERS

CRISIS
   – *A situation that exceeds normal resources.*
   – *A major imbalance that requires rapid adaptation.*
   – *An event with a significant impact on operations.*

DANGER vs. EMERGENCY
   – *Danger = potential threat.*
   – *Emergency = a situation requiring immediate intervention.*

CONCLUSION – ***DANGER*** *is a threat,*
EMERGENCY *is a necessary reaction, and*
CRISIS *is a major imbalance that forces us to change the way we operate.*

1.2. THE IMPORTANCE OF PREPAREDNESS FOR CRISIS SITUATIONS

For professionals, the topic of preparedness is essential because it directly influences how they will succeed in changing mindsets, combating false security, and promoting proactive behaviors among trainees.

The didactic content highlights **the difference between improvised reaction and prepared response**, using concrete examples from real situations and simulated scenarios. Participants analyze how lack of preparedness leads to increased stress, decision-making blocks, and inefficient use of resources, while preparedness provides clarity, prioritization, and the ability to act in a structured manner even under pressure.

Preparedness is presented as a set of interdependent components – knowledge, practical skills, equipment, and mindset. The emphasis is on the fact that none of these components is sufficient on its own. Participants are invited to assess their own level of preparedness and identify vulnerable areas, from the perspective of their role as professional instructors and information multipliers.

An important element of this subsection is the approach to preparedness as an individual and collective responsibility. Through guided discussions, the way in which personal preparedness influences group safety is analyzed, and how its absence can amplify the impact of a crisis on the community. Instructors are encouraged to formulate clear educational messages, adapted to different categories of trainees, in order to promote a culture of preparedness.

The teaching methods used include comparative scenario analysis, *"what if"* exercises, and reflection questions that stimulate critical thinking. Quick-check questions are used to consolidate information and to provide professionals with examples of simple tools for assessing understanding, applicable in diverse training contexts.

The subchapter concludes with the convincing and practical delivery of the central message that preparation does not eliminate risks, but it significantly reduces their consequences.

In crisis situations, trainees may find themselves in contexts marked by isolation, limited resources, or even extreme hostility. Therefore, thorough preparation is essential. Thus, trainees must know, understand, and be able to apply survival principles and techniques in real conditions, under pressure.

The instructor has the responsibility to help them develop both technical skills and the mental and physical resilience needed to make firm, rapid, and effective decisions in critical situations, where time becomes a determining factor for safety. Additionally, an essential element of training is cultivating the will to survive, the reflex of continuous preparation, the ability to act quickly, and the confidence that they can remain active, lucid, protected, and solution-oriented in any environmental conditions.

INFORMATION TO BE CONVEYED TO PROFESSIONALS	
	**ASSESS THE SITUATION –** Your location and surroundings, your mental state, and the condition of your equipment!
	USE ALL YOUR SENSES – Beware of unjustified haste! Do not produce waste!
	REMEMBER WHERE YOU ARE!
	OVERCOME FEAR AND PANIC!
	IMPROVISE!
	TAKE CARE OF LIFE!
	ACT LIKE THE LOCALS!
	DEVELOP YOUR BASIC SKILLS AND HABITS!



THE IMPORTANCE OF KNOWING SURVIVAL TECHNIQUES

We live in a global context marked by instability and accelerated change, in which natural disasters, armed conflicts, economic crises, epidemics, and social tensions occur with increasing frequency. In this landscape, professional instructors have the responsibility to deeply understand survival techniques and procedures in order to convey them coherently and correctly to trainees. For trainees, acquiring these skills can reduce their vulnerability, and for the instructor-trainer, it underpins professional credibility.

In this context, **survival is no longer just a practical skill, but an essential competence**, and the professional instructor must be able not only to master it, but also to teach it in a practical, adaptive, and responsible manner.

THE BENEFITS OF KNOWING SURVIVAL TECHNIQUES

- Increased safety and protection of life.
- You will be better equipped to manage limited resources.
- You will be able to make sound decisions under extreme conditions.
- You will succeed in maintaining mental clarity and composure in critical situations.
- Dependence on institutions/organizations will be reduced, as you will be able to meet your basic needs without waiting for immediate help.

3

EXERCISE SHEET 3
THE IMPORTANCE OF PREPAREDNESS FOR CRISIS SITUATIONS

LEVEL – Professionals ,
METHODS – step-by-step demonstration, interactive discussions, case study,
RESURSE – flipchart, markers, worksheets, computer, projector,
GENERAL OBJECTIVE – Raising awareness among professionals about the importance of preparing for crisis situations and understanding the difference between effective reaction and uncontrolled panic, from both an individual and professional perspective.
SPECIFIC OBJECTIVES – By the end of the activity, professionals will be able to:

- explain the difference between reaction and panic;
- understand the critical role of time in crisis situations;
- recognize the importance of mental preparation;
- argue why specialization in a single niche is not sufficient in the context of multiple crises.

DIDACTIC CONTENT – EXPLANATION AND CLARIFICATION

- **A detailed explanation is provided for:**

PREPAREDNESS and the difference between REACTION and PANIC
Theoretical explanation

- **REACTION –** is a controlled response based on information, training, and decision.
- **PANIC –** is a disorganized emotional response driven by fear and the lack of reference points.

CONCLUSION – Preparation reduces uncertainty, and reducing uncertainty decreases panic.

TIME – critical factor in crisis situations
Theoretical explanation:

- *"Most errors occur in the first minutes of a crisis."*
- *"Delayed or wrong decisions amplify the effects of a crisis."*
- *"Without preparation, people waste time trying to understand what is happening."*

CONCLUSION – "In a crisis, we do not react to the situation, but to our level of preparedness."

THE DIFFERENCE BETWEEN MENTAL PREPARATION and TECHNICAL PREPARATION
Theoretical explanation:

- **Technical preparation –** means knowing procedures, equipment, and protocols. It answers the question *What do I do?*
- **Mental preparedness –** means self-control**,** decision-making under stress, managing fear. It answers the question *How do we stay functional?*

CONCLUSION – "Without mental preparedness, technical preparedness cannot be applied effectively."

WHY professional instructors **MUST PREPARE FOR ALL 5 TYPES OF CRISIS**

- **To explain, a common classification of crises is used,** aiming to create a mental map at the participants' level, absolutely necessary for rapid decision-making, correlating preparedness for different types of risks and concluding – *"There is no single preparedness for all crises."*

ILLUSTRATIVE EXAMPLE – COMPARATIVE TABLE FOR EXPLAINING CRISIS TYPES

CRISIS TYPE	IMPACT	PRIORITIES	REQUIRED SKILLS	COMMON MISTAKES
NATURAL CRISIS - earthquake, floods, landslides	- Affected infrastructure, limited access to resources.	- Physical safety, shelter, water, first aid	- Shelter, Water, First aid, Leadership	- Underestimating aftershocks, unnecessary displacement, panic
TECHNOLOGICAL CRISIS - power outages, system failures.	- Dependence on systems, lack of communication.	- Energy, minimal information, alternative solutions	- Logistics, Orientation, Communication	- Waiting for external resolution, inactivity
HUMAN CRISIS - conflicts, collective panic.	- Chaotic behavior, interpersonal risk	- Calming, emotional control, clear communication	- Leadership, Survival psychology	- Conflict escalation, excessive authoritarianism
ORGANIZATIONAL CRISIS	- Lack of coordination, contradictory decisions	- Clarifying roles, rapid decision-making	- Leadership, Resource management, Communication	- Decision paralysis, over-delegation
INFORMATIONAL CRISIS - lack / excess of information	- Confusion, rumors, cognitive overload	- Filtering information, single message	- Critical thinking, Communication	- Consuming rumors, impulsive decisions
CONCLUSION – ***Professionals are trained for a specific type of crisis.***				

You cannot control the crisis, but you can control how you recognize it and how you react!

PRACTICAL ACTIVITY – CASE STUDY

- **The exercise scenario and participants' tasks are transmitted –** "*An earthquake occurs in a city. Communications are partially interrupted, information is contradictory, and the population does not know what to do.*"

  Your tasks are to:
  - *identify the main risks.*
  - *observe the possible behaviors of people.*
  - *explain the role of preparation in this context."*

INDICATIVE SOLUTION

Main risks identified by the trainees:
- *collective panic;*
- *spread of false information;*
- *traffic jams;*
- *impulsive decisions – uncontrolled exits from buildings.*

Possible behaviors without adequate preparation:
- *disorganized fleeing;*
- *unnecessary crowding;*
- *conflicts;*
- *decision paralysis.*

The role of preparation for crisis situations:
- *provides clear action guidelines;*
- *reduces reaction time;*
- *increases the chances of cooperation;*
- *limits human and material losses.*

POSSIBLE QUESTIONS TO GENERATE DISCUSSIONS:

1. ***"How would an earthquake affect your city?"***
   INDICATIVE ANSWERS
   - *it would affect infrastructure, mobility, and access to information.*
   - *it would generate panic and unpredictable behaviors.*
   - *it would test the coordination capacity of institutions and the community.*
   - *it would reveal the real level of preparedness of the population.*
2. ***"What changes in people's behavior when they lack information?"***
   INDICATIVE ANSWERS
   - *anxiety and rumors increase.*
   - *people become impulsive or passive.*
   - *trust in authorities is lost.*
   - *decisions are made emotionally, not rationally.*
3. ***"Why is a professional in a single field not prepared for all types of crises?"***
   INDICATIVE ANSWERS
   - *because each type of crisis has different situations and action methods.*
   - *because reality often combines several types of crisis simultaneously.*
   - *because human reactions are similar regardless of the field, and these are rarely addressed in technical specializations.*
   - *Because adaptability is built transversally, not in a single niche.*

CONCLUSION – *Preparation does not eliminate the crisis, but it makes the difference between reaction and panic. Time, information, and mental preparation are the critical resources in any crisis situation.*

1.3. THE PSYCHOLOGY OF SURVIVAL IN CRISIS SITUATIONS – *"VICTIM MINDSET"* AND *"SURVIVOR MINDSET"*

For professionals, understanding people's mental and emotional reactions under stress is essential both for their own performance and for the ability to guide, support, and train others in extreme contexts.

The psychology of survival is the invisible but decisive foundation of an individual's ability to stay alive and function effectively in crisis conditions. Regardless of technical training, available resources, or level of physical fitness.

Survival depends essentially on mental balance, emotional control, and the ability to make coherent decisions under pressure.

- ✓ Survival and recovery begin with **developing the survivor mindset, regardless of the type of crisis** – whether it is a natural disaster, an armed conflict, a pandemic, a political crisis, or a financial one!
- ✓ **IT IS THE MOST DIFFICULT STAGE! YOU MUST HAVE THE WILL TO SURVIVE!**
- ✓ It relies on the ability to anticipate, react, and recover in the face of major changes that occur in crisis situations.

The survivor mindset is not an instinctual reaction, but a set of cognitive, emotional, and volitional behaviors acquired through training, experience, and discipline.

In most crises – natural, military, economic, or health-related – the first minutes determine the direction of the entire adaptation process. During these intervals, the individual is exposed to the psychophysiological phenomena specific to extreme stress – increased heart rate, narrowing of the visual field, breathing difficulties, disorientation, impulsivity. The survivor mindset acts as a *"psychological shield"* that transforms chaotic reactions into structured, goal-oriented behaviors.

THE SURVIVOR MINDSET –

✓ The psychological and emotional capacity to remain calm, focused, and proactive in the face of a crisis situation, whether it is a natural disaster, an accident, an emergency, or even a personal crisis. This involves not only knowledge about survival, but also the ability to control your reactions, make quick decisions, and adapt to extreme conditions.

THE KEY DIFFERENCES BETWEEN
THE VICTIM MINDSET AND THE SURVIVOR MINDSET

VICTIM MINDSET	SURVIVOR MINDSET
- You panic and give in to fear.	- You accept fear but manage it effectively.
- You wait for someone to save you.	- You take initiative and look for solutions.
- You focus on the problem and on *"why is this happening to me?"*	- You focus on solutions and immediate actions.
- You complain about circumstances.	- You adapt and find opportunities in difficulties.
- You let yourself be dominated by negative emotions (fear, despair).	- You stay calm and control your emotions
CONCLUSION – *In a crisis situation,* ***the initial reaction is crucial.*** *The human brain instinctively reacts with fight, flight, or freeze. Survivors are those who learn to control their fear and make important, logical decisions under pressure.* ***If you are in a crisis situation, CHANGE YOUR PERSPECTIVE –*** *instead of seeing yourself as a victim, focus on what you can do to survive and overcome the situation.*	

MANAGING STRESS AND PANIC IN CRISIS SITUATIONS

Managing stress and panic is a fundamental skill in all types of crises. Both individual interventions and group dynamics are strongly influenced by the level of stress experienced. In crisis situations, the brain automatically activates *fight – flight – freeze* responses, temporarily reducing logical analysis, communication, and decision-making abilities. Therefore, professional instructors must understand not only the phenomenon itself but also how stress affects learning, collaboration, and the application of survival techniques.

A well-trained instructor is able to recognize early signs of panic, intervene with simple emotional regulation techniques, and model the calm needed to restore control. Thus, instructors explain not only the procedures but also become an emotional regulator of the group, actively contributing to stabilizing the atmosphere and keeping the group within the "optimal functioning zone."

EXTREME STRESS triggers a series of physiological reactions that can drastically reduce survival capacity. Among the most common are – hyperventilation, tremor, cognitive blockage, disorientation, unexpected aggression, and collapse of willpower.

PANIC completely disorganizes human behavior, and delaying its onset can determine the outcome of an intervention. For professionals, stress management becomes a core competency built on three pillars: **proper breathing, situation awareness, and self-motivation.**

1. BREATHING TECHNIQUES

Controlled breathing is the most effective immediate tool for reducing anxiety.

The most commonly used methods include:

- **4-4-6 BREATHING** (inhale for 4 seconds – hold for 4 seconds – exhale for 6 seconds), recommended for reducing hyperventilation.
- **DIAPHRAGMATIC BREATHING**, which activates the parasympathetic nervous system and lowers heart rate.
- **RHYTHMIC BREATHING WHILE WALKING**, useful in the field when the individual must continue moving.

Breath control prevents panic from setting in, stabilizes thinking, and restores motor control.

2. SITUATION AWARENESS

The second pillar consists of bringing the mind back to the present and reconnecting with the objective elements of the situation. This technique involves:

- identifying one's own position in space;
- recognizing available resources;
- identifying real dangers, not imagined ones;
- reorganizing objectives according to priorities.

Through this cognitive self-restructuring, the individual reduces internal chaos and redirects behavior toward *"action, not reaction."*

3. SELF-MOTIVATION

In conditions of isolation or prolonged crisis, self-motivation is essential for maintaining mental capabilities. Among the mechanisms used are:

- **TASK FRAGMENTATION** – *"in the next 10 minutes I will do X";*
- **USING CONTROL AFFIRMATIONS** – *"I can", "I am ready", "I won't stop here";*
- **REMEMBERING THE FINAL GOAL** – *life, returning to family.*

Professionals are trained to identify the first signs of demotivation – apathy, giving up, slowing of cognitive processes, and to intervene through self-regulation techniques.

4

EXERCISE SHEET 4
THE PSYCHOLOGY OF SURVIVAL – THE SURVIVOR MINDSET

LEVEL – Professionals .
METHODS – exercise, role play, structured discussion.
RESURSE – worksheets, flipchart, markers, computer, projector.
GENERAL OBJECTIVE – Developing the ability of professionals to recognize the difference between a victim mindset and a survivor mindset and to identify their own psychological reactions under pressure.
SPECIFIC OBJECTIVES – professionals will be able to:

- distinguish between victim-type behaviors and survivor-type behaviors;
- understand the impact of panic on decisions;
- recognize stress reactions – fight, flight, freeze;
- analyze their own reaction style under pressure.

DIDACTIC CONTENT – EXPLANATION AND CLARIFICATION

VICTIM MINDSET AND SURVIVOR MINDSET

- **The characteristics of the victim mindset and the survivor mindset, the effects of panic on decisions, and stress reactions are presented for clarification and differentiation.**

VICTIM MINDSET	SURVIVOR MINDSET
– passivity; – feeling of helplessness; – expecting rescue from outside; – externalizing responsibility – ***"That doesn't depend on me."***	– action orientation; – rapid adaptation; – taking on decisions; – immediate internal control – ***"What must and what can I do now?".***
CONCLUSION – *The survivor does not control the situation but controls their reaction.*	

THE EFFECTS OF PANIC ON DECISIONS
– reduces access to logical thinking; – narrows attention; – favors impulsive reactions or paralysis; – amplifies errors.

STRESS REACTIONS	
FIGHT	– confronting the problem without delay to solve it, but not always efficient / depending on the crisis
FLIGHT	– avoidance, withdrawal, abandonment
FREEZE	– inability to decide or act
CONCLUSION – All are normal reactions, but being aware of them allows management**.**	

APPLICATIVE EXERCISE – *"HOW DO YOU REACT TO PRESSURE?"*

– **Participants receive two scenarios and are asked to identify**:

- victim-type reactions;
- survivor-type reactions;
- their personal dominant reaction.

SCENARIO 1 – *"You are responsible for a group. An unforeseen situation arises, information is incomplete, people are panicked."*

GUIDELINE SOLUTION

VICTIM-TYPE REACTIONS	SURVIVOR MINDSET
– *"We don't know what to do, we're waiting for instructions."* – Avoiding decisions. – Shifting responsibility - *"it's not my job"* – Decision paralysis.	– *Quickly setting a priority.* – *Communicating calmly with the group.* – *Making a provisional decision.* – *Adapting decisions along the way.*

SCENARIO 2 – *"You are directly, personally affected by the situation and feel intense fear."*

GUIDELINE SOLUTION

VICTIM-TYPE REACTIONS	SURVIVOR MINDSET
– *Catastrophic – "everything is lost."* – *Focusing exclusively on fear.* – *Lack of initiative.*	– *Acknowledging fear without letting it take the lead.* – *Identifying a small, immediate action.* – *Focusing on what is controllable.*

APPLIED EXERCISE – ROLE-PLAY *"Victims"* and *"Survivors"*

PURPOSE – Practical demonstration of the differences in mindset, behavior, and decision-making under pressure and uncertainty, using the same context but two radically different ways of reacting.

TEACHING CONTENT – EXPLANATION AND CLARIFICATION

- **The following scenario is presented –** *"A training group is in a public building (training center / institution / school) during a scheduled event. A moderate earthquake occurs, followed by:*
  - *power outage;*
  - *contradictory information and multiple rumors;*
  - *lack of official communication for several minutes;*
  - *growing unrest among the people.*

  There are no known serious casualties, but the situation is unstable and unclear."
- **The group is divided into two teams and an observer and the following tasks are assigned:**
  - ***The presented scenario applies to both teams.***
  - ***Team A*** *– reacts as "victims".*
  - ***Team B*** *– reacts as "survivors".*
    - *Both teams play the same scenario, separately.*
    - *Duration of each role-play – 10 minutes.*
  - ***The observer*** *notes the behaviors.*
- **Participants receive roles they must play during the exercise.**

ROLES FOR THE "VICTIMS" TEAM		**ROLES FOR THE "SURVIVORS" TEAM**	
– Participants receive roles that emphasize passivity, panic, and externalization of responsibility.		– Participants receive roles that encourage internal control, action, and adaptation.	
EXPECTED DYNAMICS	– chaotic communication; – lack of coordination; – increasing panic; – no concrete plan.	**EXPECTED DYNAMICS"**	– minimal but functional structure; – provisional decisions; – clear communication; – reduced panic
ROLE 1 – PANICKED PERSON	– Reacts intensely emotionally. – Uses expressions such as: – "*We're going to die here!"* – *"This isn't normal!"* – Amplifies the group's tension.	**ROLE 1 – LEADER**	– Is natural, without forcing authority. – Says: – "*Let's stop for a second and assess the situation."* – *"We need calm."* – Proposes simple steps.
ROLE 2 – PASSIVE PERSON	– Refuses to take initiative. – Frequently says: – "*Let someone come and tell us what to do."* – *"We're not allowed to decide on our own."* – Stays put and waits for external instructions.	**ROLE 2 – COMMUNICATOR**	– Speaks clearly and calmly. – Restates information. – Reduces rumors: – "*We don't know that for sure, let's check what is certain."*
ROLE 3 – ACCUSER	– Looks for someone to blame. – Typical phrases: – "*The organizers are to blame!"* – *"Why didn't they prepare us?"* – Wastes energy on reproaches.	**ROLE 3 – THE PRACTICAL OBSERVER**	– Analyzes the environment – outputs; – visible hazards; – available resources. – Provides concrete information.
ROLE 4 – THE COMPLETELY BLOCKED PERSON	– Does not speak or speaks very little. – Avoids eye contact. – Does not respond to requests.	**ROLE 4 – PERSON WITH EMOTIONAL SUPPORT**	– Takes care of anxious people. – Says: – *"Breathe, I'm here."* – *"Let's sit together."* – Maintains group cohesion.
– chaotic communication; – passive waiting; – focus on negative emotions; – lack of coordination.		– minimal structure; – emerging leader; – solution-oriented; – relative calm.	

POSSIBLE REFLECTION QUESTIONS AND GUIDING ANSWERS

"What major difference do you notice between the two mindsets?"

The major difference lies in the locus of control – the victim places it externally, the survivor keeps it internal.

"Is fear a sign of weakness?"

No. Fear is a normal reaction; the problem arises when fear decides for us.

"Which stress reaction characterizes you most often?"

There is no right or wrong answer – but you must ask yourself this question; awareness of your dominant reaction is the first step toward managing it.

CONCLUSION – *The scenario was the same for both teams. The difference lies in mindset.*
Victims wait for rescue, while survivors create it through small but clear actions.
Survival begins in the mind!
A survivor's mindset does not eliminate fear, but it turns it into action!

1.4. THE RULE OF THREES IN SURVIVAL

This subsection introduces the **Rule of Threes as a fundamental prioritization tool in crisis situations providing a clear hierarchy of priorities in crisis situations.**

For professionals, the rule is not just basic information, but a simple and effective decision-making framework that can be used both in training and in real situations when time, resources, and analytical capacity are limited.

In essence, the rule of threes in survival tells us that:

- ✓ **You can survive three minutes without breathable air or in freezing water.**
- ✓ **You can survive three hours in a harsh environment (*extreme heat or cold*,** *unless you are in freezing water).*
- ✓ **You can survive three days without drinking water,** *(if you take shelter from a harsh environment)***.**
- ✓ **You can survive three weeks without food**, *(if you have water and shelter)***.**

It synthesizes the physiological vulnerabilities of the human body and guides the professional's actions in moments of confusion or extreme stress.

- ✓ **Starving people become weak in 30 to 50 days and die in 43 to 70 days.**
- ✓ **Individual factors, including sex, age, initial weight, and water intake, play an important role in how long someone can live without food.**

- ✓ **The amount of water your body needs and the way it uses it influence the duration of survival**.

- ✓ **If you eat nothing and only drink water, you may experience symptoms such as headaches, nausea, weakness, and fatigue.**

AIR – the "3 minutes" of survival - ***Breathing is priority number 1***

Lack of air, whether through drowning, suffocation, fire, or smoke inhalation, rapidly causes loss of consciousness and irreversible damage.

Immediate intervention includes:

- clearing the airway;
- applying the Heimlich maneuver or abdominal thrusts in case of severe obstruction;
- moving to an area with clean air in case of fire or toxic gases;
- adopting controlled breathing in panic situations.

WARNING! – If your breathing is affected by smoke or gas, move immediately to an area with clean air.

SHELTER – the "3 hours" in a hostile environment - ***Shelter protects you!***

- Exposure to cold, rain, wind, extreme heat, or moisture can lead to hypothermia or hyperthermia, both potentially lethal.
- In the first hours after a critical event, building or identifying a shelter is a priority.
- A functional shelter reduces heat loss, offers protection against animals, and allows rest and reorganization of mental resources.
- Use natural shelters (caves, grottos) have a stable microclimate, offering protection against extreme temperature variations and weather conditions.
- If you do not have materials for building a shelter, dig a pit in the ground and cover it with natural materials (branches and leaves). The ground provides **GOOD THERMAL INSULATION**, keeping the heat inside the pit.
- **FIND OUT IN ADVANCE the locations of the nearest CIVIL PROTECTION SHELTERS and TIME HOW LONG IT TAKES YOU TO REACH THAT SAFE PLACE –** ***In emergency situations, you might not have internet!***
- **Learn to tie essential knots! They will help you with shelter.**

WATER – the critical "3 days" – *Hydration is essential!*



- Dehydration affects decision-making ability, motor coordination, and thermoregulation.
- Water must be sought, collected, and purified immediately after securing shelter. Identifying safe water sources is a priority, even before food.
- In the absence of drinking water, the body quickly enters metabolic collapse.
- **Under *normal conditions, an adult needs about 2-3 liters of water per day***

- **Drink water regularly, even if you do not feel thirsty.**
- **Avoid stagnant water.**
- **Identify the signs of dehydration.**
- **Take immediate measures to rehydrate the body.**
- **Store drinking water in clean containers.**
- **Learn water collection and purification techniques to be prepared in emergency situations.**



FOOD – the "3 weeks" – *Nutrition is important in the long term*

- Although the body can survive without food for relatively long periods, lack of nutrition leads to decreased energy, muscle degradation, compromised immunity, and loss of physical capacity.
- Food is obtained only after air, shelter, and water are secured.

SIGNS OF MALNUTRITION

- Extreme fatigue, dizziness, muscle weakness, inability to maintain body temperature.

PRIORITIZE AVAILABLE FOODS



SURSE RAPIDE - fructe, nuci, larve, ouă, plante comestibile



PROTEINE ȘI GRĂSIMI - pește, păsări mici, mamifere mici

- Plan physical effort, do not waste resources on ineffective strategies.
- To survive, **EAT WHAT YOU FIND!**
- **ADAPT** to available foods
- **RESTRAIN** both pity or love for animals, and disgust toward certain foods.
- **EAT AS MUCH AS POSSIBLE**, whenever you can (unless you do not have enough water).
- Try to eat **WARM FOOD AT LEAST ONCE A DAY.**
- **KEEP SUPPLIES AND CANNED FOOD** for extreme situations.
- **LEARN TO RECOGNIZE ANIMAL TRACKS AND SIGNS**
- **LEARN TO SET TRAPS AND CATCH FISH.**

5

EXERCISE SHEET 5
THE RULE OF 3 IN SURVIVAL

METHOD 1 – GUIDED DISCUSSION - *"DECISION UNDER PRESSURE"*

LEVEL – Professionals .
PURPOSE – conveying information about THE RULE OF 3 IN SURVIVAL as a prioritization tool, not as information to memorize.
OBJECTIVE – professionals will be able to:

- explain the Rule of 3 as a decision-making prioritization tool;
- correct trainees' misinterpretations;
- integrate the rule into survival scenarios and simulations.

TEACHING CONTENT – EXPLANATION AND CLARIFICATION

1. Introduction of the exercise – Opening message – *In survival, it is not the lack of equipment that kills, but the wrong setting of priorities. The Rule of 3 helps us decide quickly what needs to be done first.*

2. The Rule of 3 is presented – In extreme conditions, the body can survive approximately:

3 minutes	Without air
3 hours	Without shelter (cold, wind, dampness, extreme heat)
3 days	Without water
3 weeks	Without food

The Rule of 3 does not represent exact survival limits, but the order of priorities.

3. The basic principle – the following question is asked – *"What can put me in danger first if I do not act immediately?"*

- ***Priorities are set according to context and not mechanically.*** *If it is cold, windy and rainy, shelter becomes more urgent than water. If it is very hot and dry, water may become a priority sooner. The rule gives us* ***the order of thinking and*** *should not be seen as a rigid list of actions.*

4. Applying the rule

Example 1 / Situation – cold, rain and wind.
Priority:

- *shelter;*
- *preserving heat;*
- *then water and food.*

Example 2 / Situation – high temperatures and lack of water.
Priority:

- *water;*
- *reducing exposure to heat;*
- *shelter.*

Context can change the order of actions, but not the logic of prioritization.

5. Common mistakes

- memorizing the rule without understanding it;
- ignoring field conditions;
- delaying critical decisions;
- giving exaggerated importance to food.

The Rule of 3 does not show how long the body can last, but what must not be ignored in a survival situation.
Success depends on correctly prioritizing actions, not on the amount of equipment.

The session ends with a conclusion and the delivery of short, clear messages – *"In reality, most survival situations fail not from lack of food, but from wrong decisions made too early. The Rule of 3 does not make you invincible; it helps you avoid making the first wrong decision. In a survival situation, the winner is not the strongest or the best equipped, but the one who correctly prioritizes tasks and actions. The Rule of 3 does not measure how long you can endure, but* ***what you are not allowed to ignore****."*

GUIDED DECISION-MAKING EXERCISE –

The following scenario is presented – *"You are caught in a storm in the mountains, it is cold, raining, you have no water, but you have food"* **and asks –** *"What is the first decision?" "What do you NOT DO NOW, even if it seems important?"*

POSSIBLE INDICATIVE ANSWERS

- *"The first decision is to find or improvise shelter to reduce heat loss and energy expenditure."*

REASONING / JUSTIFICATION

- *cold, wind, and rain quickly increase the risk of hypothermia;*
- *heat loss accelerates energy depletion;*
- *without shelter, all other actions become riskier;*
- *the Rule of 3 indicates shelter as a priority in severe conditions.*

CONCLUSION – *"First I stop the situation from worsening, then I look for solutions."*

- ***"I do not look for food and I do not eat now, even though I have food, because food is not a priority in this context."***

REASONING / JUSTIFICATION

- *food does not solve the immediate problem of cold;*
- *eating or searching for food wastes unnecessary energy;*
- *moving in the storm increases the risk of accident;*
- *the priority is stabilization, not optimizing comfort.*

CONCLUSION – *"Having food does not mean it is time to use it."*

- **The MOST COMMON MISTAKES are presented**
  - treating the Rule of 3 as a list to memorize;
  - thinking the Rule of 3 is a rigid, mathematical rule;
  - prioritizing certain needs (food) too early;
  - ignoring the context – weather, terrain, physical condition.

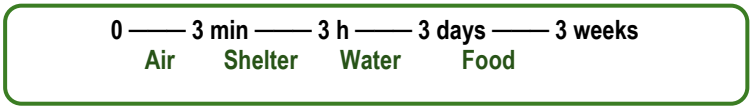
METHOD 2 – VISUAL EXERCISE – *"THE LINE OF LIFE"*

PURPOSE – conveying information about the Rule of 3 visually, reducing cognitive overload.

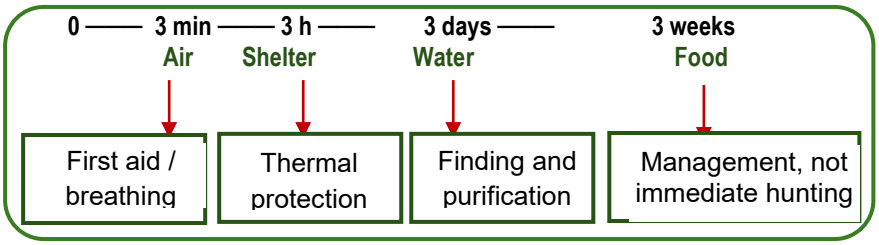
DIDACTIC CONTENT – EXPLANATION AND CLARIFICATION

VISUAL CONSTRUCTION –

- **A timeline is drawn on the flipchart**



- **And it makes the association with survival skills**



- **To consolidate the information, the following questions can be asked:**
  - *"What skill corresponds to each stage and needs to be developed?"*
  - *"Where do trainees make the most mistakes?"*

COMBINED USE OF THE TWO PROPOSED METHODS

METHOD	FOCUS	WHEN TO USE
– **DECISION UNDER PRESSURE**	– Reasoning and prioritization	– Advanced modules, simulations
– **LIFELINE**	– Memorization and clarity	– Introduction, review

METHOD 3 – DECISIONAL EXERCISE AND DIDACTIC REFLECTION

DECISIONAL EXERCISE

– **The following scenario is presented and the question is asked:**

SCENARIO 1 –- *"You are caught in a cold storm in the mountains. You have food for 2 days, you have no water with you, and the temperature is low, it is raining and windy.* ***What priority do you set and explain to the trainees?"***

Indicative solution – *Priorities set -* ***shelter → heat conservation → water.*** *I do not look for food, I do not move unnecessarily.*

SCENARIO 2 –- *"A person is slightly injured, panicked, but breathing normally. Resources are limited.* ***What element of the Rule of 3 do you apply immediately?"***

Indicative solution – air and panic control. Safety before any other action.

DIDACTIC REFLECTION

– **Questions asked –** *How would you explain the Rule of 3 to a beginner trainee? How do you correct a trainee who says - "I have food, so I'm ok for a few days"?*

Indicative answers:

- *use of concrete examples, not definitions;*
- *returning to the context and the immediate risk;*
- *linking the rule to decision and time, not to physical endurance.*

1.5 – THE ROLE OF THE LEADER IN CRISIS SITUATIONS – COMMUNICATION, DECISION-MAKING, RESOURCE MANAGEMENT

WHAT IS THE LEADER IN CRISIS SITUATIONS?

For professionals, understanding the leader's role is essential both from the perspective of action in the field and from that of facilitating the learning process in groups under pressure.

The leader represents the conductor in the sphere of interpersonal relationships, the leader of a group.

In crisis situations, **the leader becomes the main point of orientation for the group**. People seek coherence, clarity, and an emotional model to relate to.

The leader is not only an operational coordinator, but also an emotional regulator, a quick decision-maker, an organizer of resources, and a protector of the team.

COMMUNICATION	DECISION MAKING	RESOURCE MANAGEMENT
– calm, clarity, coherence, repetition.	– quick, safe, prioritized decisions, communicated firmly.	– inventory, prioritization, distribution, monitoring.

A leader is one who knows the way, walks that way, and shows us the way as well.

THE LEADER'S RESPONSIBILITIES

- Quickly and accurately assesses the severity of the situation and the nature of the urgency.
- Initiates appropriate actions to save people and limit damage.
- Communicates effectively, clearly, and concisely with the people involved and with other parties.
- Organizes and coordinates resources (including personnel) to respond effectively.
- Ensures the safety of all persons involved.

ESSENTIAL SKILLS OF THE LEADER IN CRISIS SITUATIONS



- Effective decision-making under stress, under pressure.
- Flexibility and the ability to adapt to rapid and unforeseen changes.
- Managing one's own emotions and understanding the team's emotions to maintain high morale.
- The ability to recover and maintain functionality in the face of adverse conditions.

EFFECTIVE COMMUNICATION OF THE LEADER IN A CRISIS SITUATION?



- Communication must be clear, concise, and free of ambiguity.
- The tone of voice and body language are just as important as the verbal message.
- Messages must be repeated using the same structure.
- The leader must provide psychological anchoring: his calm becomes the group's calm.
- Priority: vital information, then instructions, then reassurances.
- The leader establishes what internal and external communication channels are available.
- Provides only accurate and up-to-date information to maintain trust.
- Collects and evaluates feedback to adjust strategies and actions.
- Uses short and very precise messages:
  - *"This is the plan. We follow it step by step."*
  - *"We breathe deeply. Only listen to me now."*
  - *"The most important thing at this moment is _____."*

RESOURCE MANAGEMENT IN CRISIS SITUATIONS?

- Resources are always limited; managing them is essential.
- The leader must establish the order of importance: water → shelter → warmth → food → energy.
- Important role: preventing unnecessary consumption caused by panic.
- Constant monitoring of the team's condition (fatigue, trauma, confusion).
- Assigning roles based on the actual competencies of group members.

DECISION-MAKING IN CRISIS SITUATIONS

- For professionals, **knowing decision-making techniques in crisis situations is essential** for the safety and well-being of the group.
- Passing on this knowledge not only prepares them for crisis situations but also **contributes to their personal development and to shaping them into responsible and resilient individuals.**
- **Time is short, and uncertainty is high**. We must accept that **the perfect decision does not exist**.
- The leader must choose **the safest and fastest option,** not the ideal one.
- **Decisions must be communicated immediately**, without hesitation.
- **Risk assessment must be constant –** *"What happens if I DON'T act?"*
- **Prioritization – LIFE → GROUP SAFETY → RESOURCES → SECONDARY OBJECTIVES.**



Types of decisions in a crisis

- **IMMEDIATE (seconds) –** escaping danger, evacuation, calming panic.
- **TACTICAL (minutes) –** reorganizing the group, roles, action directions.
- **STRATEGIC (tens of minutes / hours) –** the survival plan, resource prioritization, rebuilding morale.

6

EXERCISE SHEET 6
THE ROLE OF THE LEADER IN CRISIS SITUATIONS –
COMMUNICATION, DECISION-MAKING AND RESOURCE MANAGEMENT –

LEVEL – Professionals
OBJECTIVE – professionals will be able to:

- explain and demonstrate the leader's role in crisis situations;
- demonstrate clear and authoritative communication under pressure;
- guide rapid decision-making with incomplete information;
- evaluate the management of time, energy, and resources;
- turn practical experience into a teaching lesson for trainees.

TEACHING CONTENT – EXPLANATION AND CLARIFICATION

- **The exercise opens –** *"In a crisis, the leader is not the one who has all the answers, but the one who reduces chaos through decision, communication, and example."*
- **And presents the exercise scenario –** *"A group of 6–8 people in the mountains is in a crisis situation – weather conditions are difficult, resources are limited (water, time, energy), one person in the group is slightly injured, and information about the weather and the possibility of receiving support is incomplete and changes frequently."*
- **A leader** is designated, the other participants being designated as group members.
- **The LEADER'S TASKS** are outlined and observed in the observation sheet: *"Your task as leader is:*
  - *to assess the situation quickly;*
  - *to set clear priorities;*
  - *to communicate clearly and briefly - who does what, now;*
  - *to make decisions without waiting for certainty;*
  - *to manage critical resources;*
  - *to maintain the group's emotional control".*

OBSERVATION SHEET - MODEL

TRAINEE NAME_____ **DATE** _____	**YES**	**NO**
A. COMMUNICATION		
– messages are clear, brief, action-oriented;	✓	
– calm, firm, coherent tone;	✓	
– avoids excessive explanations;	✓	
– repeats critical messages.	✓	
B. DECISION-MAKING		
– decisions are made quickly;	✓	
– the leader prioritizes real risks;	✓	
– accepts *"good enough"* decisions;	✓	
– adjusts decisions when the context changes.	✓	
C. MANAGING CRITICAL RESOURCES		
– avoids waste of energy, time, equipment, and attention;	✓	
– allocates tasks realistically;	✓	
– conserves critical resources;	✓	
– keeps reserves for unforeseen situations.	✓	

- **The MOST FREQUENT MISTAKES THAT MUST BE CORRECTED ARE PRESENTED**
  - the leader explains too much and decides too late;
  - ambiguous communication like "*we'll see what we do";*
  - poor or nonexistent delegation of responsibilities;
  - ignoring the group's emotional state;
  - unnecessary use of resources.
- **To consolidate knowledge, the following questions are asked of the leader:**
  - *Which decision was the most difficult?*
  - *What information did you miss the most?*
  - *What would you have done differently?*
- **To consolidate knowledge, the following questions are asked of the group:**
  - *What was clear in the communication?*
  - *Where did confusion arise?*
  - *How did the leader influence the group's state?*

  Possible indicative answers:
  - *clarity reduces panic;*
  - *an imperfect decision is better than indecision;*
  - *the leader's behavior shapes the group.*

CONCLUSION – *"In a crisis, people look for someone who* ***KNOWS WHAT WE NEED TO DO AT EVERY MOMENT****."*

1.6. ESSENTIAL LOGISTICS AND EQUIPMENT – THE 72-HOUR SURVIVAL KIT

This subsection addresses survival logistics as an essential support element for decision-making and maintaining autonomy during the first 72 hours of a crisis situation.

For professionals, the survival kit is not presented as a rigid list of items, but as an adaptable system, built according to the context, risks, and user profile.

THE SURVIVAL KIT IN A CRISIS SITUATION

- The survival kit is a **minimal resource** for 72 hours of autonomy.
- The **purpose of the survival kit** is to keep you alive, protect your body, and ensure your mobility, orientation, communication, and signaling.
- **The kit varies by environment** - urban / mountain / rural / conflict / disaster / rapid evacuation.

IMPORTANCE OF THE SURVIVAL KIT



The environment you are in during crisis situations is essential for the items you will need and should be reflected in the survival kit.

How much equipment you put in it depends on how long you will need to survive using the items in the kit.

Some items must be kept permanently on you. In crisis/disaster situations, there is a risk that the survival backpack may be lost. Thus**, a compass, a water bottle, a knife, a lighter/fire starter, and maps** of the area you are in should be carried on you, not in a bag.



A survival backpack for emergencies and storing emergency supplies at home and at the workplace can help you and your family survive during and after an emergency situation. After a disaster, you may need to evacuate your home urgently or may need to shelter at home. You should be prepared and have an emergency backpack (in case of evacuation) and additional emergency supplies to survive at home for at least three days, in case water, gas, and electricity are interrupted.

PREPARING THE SURVIVAL KIT

The weight and size of the items intended to be part of the survival kit are very important.

That is why it is advisable to keep them in a backpack that is easy to carry, water-repellent, durable, with many pockets and compartments. Look for compact, lightweight, but durable items. You will need refills or consumables for some items. Use materials with double / multiple uses (a lighter helps you start a fire, but it also helps you in situations where you need to signal).

THE PRINCIPLES OF PUTTING TOGETHER AN EFFICIENT KIT	FREQUENT MISTAKES IN PUTTING TOGETHER THE KIT
– Minimal weight, maximum efficiency.	– Unknown objects or never used ones.
– Objects with **double / triple utility**.	– Kit too heavy → becomes useless in evacuations.
– Adaptation to scenario + environment.	– Too many 'optional' objects, too few essential ones.
– Quick access, logical compartmentalization.	– Kit not adapted (mountain → does not fit urban).
– Periodic review.	– Lack of truly necessary medications.

True survival means more than well-prepared equipment – it means intelligence, ingenuity, and the power to find solutions where none seem to exist.

THE MOUNTAIN SURVIVAL KIT versus THE URBAN ONE

- Both survival kits (mountain and urban) have common purposes. They help you in emergency situations.
- They differ significantly depending on the environment, needs, and equipment.

PURPOSE AND ENVIRONMENT

THE MOUNTAIN SURVIVAL KIT	- It is used **for total isolation**, where access to help is difficult. - **Focused on shelter, water, food, and protection against extreme weather.** - **It is easy to carry** and includes essential equipment for rough terrain.
URBAN SURVIVAL KIT	- **Prepared for natural disasters**, armed attacks/war, power outages, infrastructure collapse. - **Focused on rapid mobility**, access to resources, and personal safety. - Includes tools for **orientation and self-defense**.

CONTENT/DIFFERENCES – ESSENTIAL EQUIPMENT

MOUNTAIN	URBAN
The kit is compact, lightweight, and well organized, to allow long-distance travel without fatigue.	**The kit is discreet - an ordinary backpack, a travel bag.**
– Lightweight and water-resistant backpack	▪ Travel bag or backpack
– Compass and map (GPS signal may be weak)	▪ Mobile phone with external battery and offline apps
– Water filter and water purification tablets	▪ Water bottle and filter straws for access to urban sources
– Rain poncho and thermal clothing	▪ Anti-dust mask and protection against smoke
– Compact sleeping bag and sleeping pad	▪ Emergency thermal blanket
– Waterproof matches and fire striker	▪ Dynamo flashlight or spare batteries
– Survival knife (medium size)	▪ Multi-tool pocket knife
– Freeze-dried food (dehydrated) and energy bars	▪ Canned goods and non-perishable food
– Ultra-light tent or tarp	▪ Tools for opening doors (universal keys, crowbars)
– Paracord (10-20m)	▪ Ball of sturdy twine
– Whistle and signaling mirror	▪ Portable radio for emergency information
– Extended medical kit (bandages, splints, medications for infections)	▪ Basic medical kit (medications for minor wounds, pain relievers, antihistamines)
– Bear spray / animal alarm device	▪ Self-defense spray or personal alarm device

7

EXERCISE FORM 7
LOGISTICS AND EQUIPMENT SURVIVAL KIT

LEVEL – professionals .
PURPOSE – Developing the skill of *teaching* the content.
GENERAL OBJECTIVE – Developing the capacity of professionals to teach, demonstrate, and facilitate exercises on survival logistics, emphasizing the reasoning behind materials prioritization.
SPECIFIC OBJECTIVES – By the end, instructors will be able to:

- explain the logic behind the structure of a 72-hour survival kit;
- adapt the content according to the context – urban/mountain;
- lead a prioritization exercise with justification of the choices made;
- manage typical trainee errors;
- evaluate the quality of the decisions made, not the *"correct answers".*

DIDACTIC CONTENT – EXPLANATION AND CLARIFICATION

1. THE 72h SURVIVAL KIT

- **A mental decision model is described** that teaches trainees **how to think about the content of a survival kit**, **not to memorize a list –** *"Today we are not talking about a list of items you should have in your survival kit, but about* ***how to make decisions*** *regarding what the survival kit should contain when space, time, and resources are limited.* ***A good kit is not the largest one, but the one that is best thought out.***
- **A logical and easy-to-explain scheme is written on the flipchart/board**.
  - **THE MAIN AXIS in the decision-making process for the survival kit content is the hierarchy, and within it, the order of items is the most important.** Do not forget - *in a crisis we do not choose objects but vital functions and needs. Objects are just the means by which these needs are addressed.*
  - *A hierarchy of operational needs in crisis situations can be structured according to the following example:*

THE 72-HOUR SURVIVAL KIT

LEVEL 1 – MAIN AXIS (HIERARCHY)

↓

PHYSIOLOGICAL NEEDS

↓

SAFETY

↓

COMMUNICATION

↓

MOBILITY

  - *Why* ***PHYSIOLOGICAL NEEDS first?*** *Well, let's see – "What keeps me alive in the next 72 hours?" What are the vital functions required and what critical equipment, objects/materials must I have in the survival kit?*
  - ***The* vital functions for survival are noted and the critical objects are grouped according to them:**

VITAL FUNCTIONS FOR SURVIVAL	*OBJECTS/MATERIALS IN THE SURVIVAL KIT*
– **HYDRATION**	– Water; – Purification means;
– **ENERGY** (food / nourishment)	– Simple food;
– **THERMAL PROTECTION**	– Thermal blanket / clothes;
– **VISIBILITY / LIGHTING**	– Flashlight;
– **COMMUNICATION**	– Mobile phone;
– **MEDICAL INTERVENTION**	– First aid kit.
– **ADAPTABILITY** (tools)	– Multi-functional pocket knife
CONCLUSION - Without satisfying physiological needs, any other object becomes irrelevant.	

  - **Continue –** *"If I can't drink water, it doesn't matter that I have a phone. If I'm not safe, communication becomes useless."*
  - **The differences between the urban and mountain survival kits are emphasized**, taking into account physiological needs depending on place/situation, existing infrastructure, weight and mobility, redundancy of vital elements, highlighting the following elements -.
  - Both survival kits (mountain and urban) have common purposes. They help you in emergency situations.
  - They differ significantly depending on environment, needs, and equipment.

THE ESSENTIAL DIFFERENCES ACCORDING TO PURPOSE AND ENVIRONMENT

THE MOUNTAIN SURVIVAL KIT	- It is used **for total isolation**, where access to help is difficult. - **Focused on shelter, water, food, and protection against extreme weather.** - **It is easy to carry** and includes essential equipment for rough terrain.
URBAN SURVIVAL KIT	- **Prepared for natural disasters**, armed attacks/war, power outages, infrastructure collapse. - **Focused on rapid mobility**, access to resources, and personal safety. - Includes tools for **orientation and self-defense**.

- *Short break, check* - **"What is the first level and why?"**
- **Ask the trainees** – "*What comes next in the MAIN AXIS (HIERARCHY)? "*
- "*It is **SAFETY**"*

THE 72h SURVIVAL KIT

LEVEL 1 – MAIN AXIS (HIERARCHY)

↓

PHYSIOLOGICAL NEEDS

↓

SAFETY

↓

COMMUNICATION

↓

MOBILITY

- **And ask the following questions** - *"What are the imminent dangers and what must I protect in crisis conditions?* and "*What can I use to protect myself from immediate dangers?"*
- **Write on the flipchart/whiteboard**

WHAT MUST I PROTECT?	***WHAT CAN I USE TO PROTECT MYSELF?***
– Preventing injuries; – Managing minor injuries; – Protection from the environment.	– First aid kit; – Flashlight; – Whistle; – Minimum protective equipment.
CONCLUSION – *Safety prevents a manageable situation from turning into a major crisis!*	

- **The trainees are asked** – "*What comes next in the MAIN AXIS (HIERARCHY)?"*
- "*It is COMMUNICATION"*

THE 72h SURVIVAL KIT

LEVEL 1 – MAIN AXIS (HIERARCHY)

↓

PHYSIOLOGICAL NEEDS

↓

SAFETY

↓

COMMUNICATION

↓

MOBILITY

- **The following question is asked -** *"How can I ask for help, if needed, how do I signal my presence and how do I receive information?"*
- **Write on the flipchart/whiteboard and complete the following table:**

FUNCTIONS	***Useful objects/materials***
– Contact with the outside; – Information; – Signaling.	– Phone; – Power bank; – Radio; – Whistle.
CONCLUSION – Communication reduces panic and increases predictability!	

- **And the last need in the** *MAIN AXIS (HIERARCHY) is* ***MOBILITY****? "*

THE 72H SURVIVAL KIT

LEVEL 1 – MAIN AXIS (HIERARCHY)

↓

PHYSIOLOGICAL NEEDS

↓

SAFETY

↓

COMMUNICATION

↓

MOBILITY

- **The following question is asked -** *"How do I move safely if I have to leave?"*
- **Complete the following table on the flipchart/whiteboard**

FUNCTIONS	***Useful objects/materials***
– Orientation; – Efficient movement; – Adaptability.	– Adequate footwear; – Map; – Tools - multi-functional pocket knife.
CONCLUSION –Mobility offers options - lack of it blocks you in a dangerous context!	

- *"**And we continue with the next filter, AXIS 2 – IS IT CRITICAL or IS IT USEFUL?"***
  - *"**Critical** – means that without it, my chances of survival drop drastically."*
  - *"**Useful** = improves comfort or efficiency, but is not vital."*
  - *You must shift your thinking from "I like it" to "I need it".*
- **A clear example is given** - *"Water is critical. A flashlight is critical.*
  A book is useful. A comfort item is useful."
- **Write on the flipchart/whiteboard**

AXIS 2 – THE DECISION FILTER (APPLIES TO EACH LEVEL)
AND FOR EACH OBJECT)
├── **Is it CRITICAL or just USEFUL?**

- **Question to the trainees -** *"What happens if this object is missing?* If the answer is "I can survive", it is not critical."
- ***And we continue with the third filter, AXIS 3,*** *which most people omit****. "What can I improvise and what can I NOT improvise?"***
- **Write on the flipchart/whiteboard**

AXIS 3 – THE DECISION FILTER (APPLIES TO EACH LEVEL)
For each object:
├── **Is it CRITICAL or just USEFUL?**
└── **Is it IMPROVISABLE or NOT?**

- **The two terms are explained** - ***Improvable –*** *can be replaced with resources from the environment.* ***Non-improvable –*** *cannot be safely or quickly replaced.*
- **A few examples are given –**
  - "*I can improvise a container. I cannot improvise safe drinking water. Without purification there is risk."*
  - *"I can improvise light with candles, but there is risk. I cannot improvise the medical kit due to the lack of sterile medical materials."*
- Question – *What can I not create from nothing?"*
- **And he continues** *"I look at the object and ask myself three questions:*
  - *What vital function does it serve?*
  - *Is it critical?*
  - *Can I improvise it?*
- *"If it is critical and cannot be improvised, it goes into the kit without question."*
- *"The fourth level is the decision"*
- **The following table is written on the flipchart/board:**

DECISION MATRIX

	CAN BE IMPROVISED	CANNOT BE IMPROVISED
IS CRITICAL	⚠	☑
IS USEFUL	?	—

– **Is it explained how we interpret the decision?**

☑ = definitely goes into the kit
⚠ = goes in only if there is space
? = optional, context-dependent
— = does not go into the kit

– **Conclusions are drawn and the following messages are conveyed:**

CONCLUSIONS

- I identify the vital function.
- I check whether it is critical.
- I analyze whether I can improvise it.
- I choose the simplest, most robust, and most efficient object.
- I eliminate unnecessary redundancies.

MESSAGES

– *"As professionals, the mistake is not offering a wrong list, but offering a list without reasoning for specific concrete situations."*
– *"ATTENTION! – If the trainee can explain why they chose an object, then they have understood."*
– *"AND DON'T FORGET! We don't prepare backpacks. We prepare minds that make decisions under pressure."*

– **TYPICAL TRAINEE MISTAKES AND HOW WE MANAGE THEM ARE PRESENTED**

MISTAKE	INSTRUCTOR'S INTERVENTION
– Overloading the kit	– Ask - "What do you take out to stay mobile?"
– Focus on gadgets	– "What do you do when the battery runs out?"
– Neglecting water	– "How long can you last without this?"
– Comfort over safety	– "What helps you stay alive?"

1.7. ESSENTIAL SKILLS FOR SURVIVAL IN CRISIS SITUATIONS

This subsection integrates the fundamental practical survival skills, presented as applied workshops designed to develop functional and transferable competencies. The emphasis is on structuring, demonstrating, and correctly evaluating these skills in training contexts.

SHELTER – is addressed as a safety and protection priority. Participants learn the criteria for choosing a shelter – location, insulation, protection, safety, types of shelters, and common mistakes. Practical exercises include evaluating locations and improvising simple solutions adapted to the environment.

WATER – is treated from the perspective of identifying sources, assessing risks, and applying filtration and purification methods. Participants practice the difference between apparently potable water and safe water and learn to convey these principles to trainees in a clear and responsible manner.

FIRE – is presented as a multifunctional tool – heat, light, water purification, signaling. Professionals learn methods of ignition, types of fires, safe use, and accident prevention measures. The emphasis is on safety and adaptation to real conditions.

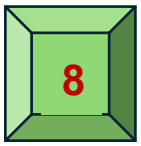
FOOD – is addressed from the perspective of prioritization and risk reduction. Possible sources of procurement, the effort expended to obtain it, and the benefits gained are discussed. Professionals are encouraged to convey the idea that short-term lack of food is manageable, while wrong decisions can have serious consequences.

ORIENTATION IN THE TERRAIN – includes the use of maps, compass, cardinal points, and natural landmarks. Practical exercises aim to develop the ability to maintain orientation and make correct decisions regarding movement, even with limited information.

FIRST AID – is treated as a critical survival skill. Participants practice basic treatments, the ABC principle – airway – breathing – circulation, rescuer safety, and rapid triage. The emphasis is on simple, correct, and safe actions that can make a difference until specialized help arrives.

Teaching methods used in this subchapter are practical workshops, demonstrations, individual and group exercises, and structured debriefing. Professional instructors are encouraged to observe, correct, and provide immediate feedback, developing real skills, not just declarative knowledge.

The subchapter concludes by emphasizing that survival skills are formed through repeated practice and reflection, and the instructor's role is to create safe and relevant contexts for this practice.



WORKSHEET FOR EXERCISE 8
ESSENTIAL SURVIVAL SKILLS
GROUP WORK, GUIDED DEMONSTRATION AND APPLIED, DECISION-MAKING EXERCISES

LEVEL – professionals .
SCOPE – Developing competence through guided instruction.
GENERAL OBJECTIVE – Developing the ability of instructors to **teach, explain and evaluate essential survival skills**, using transferable principles and adaptive decisions.
SPECIFIC OBJECTIVES – professionals will be able to:

- explain the principles behind each skill;
- demonstrate the skill by explicitly explaining the decision-making rationale;
- identify critical errors made by trainees;
- formulate feedback focused on safety and decisions;
- adapt the content to different contexts - urban / mountain / rural.

METHODOLOGICAL STRUCTURE – COMMON TO ALL SKILLS

Each skill is taught using the **same scheme, to answer the following questions:**

- *Why is the taught skill critical?*
- *What are the principles applicable to each skill (not steps)?*
- *Which mistakes are dangerous?*
- *How do we check if it was understood?*

THE ORDER OF THE ESTABLISHED SKILLS IS VERY IMPORTANT AND IS NOT RANDOM

1. Shelter
2. Water
3. Fire
4. Food
5. Navigation
6. First aid

8.1

EXERCISE SHEET 8.1.
ESSENTIAL SURVIVAL SKILLS – SHELTER

Principles for implementation – choosing the location – protection – insulation – simplicity



- **The session begins –** *"When we talk about shelter, people's first reflex is comfort. It should be spacious, dry, pleasant.*
  When we talk about survival, this is a wrong reflex, given that the human body has a limited capacity to produce and sustain energy.
  Cold, wind, dampness and contact with the ground consume energy constantly, even if we do nothing.
  A good shelter does not need to look good and does not need to be big. It needs to do three very simple things: block wind and rain, insulate from the ground and reduce heat loss. The bigger the shelter, the more heat the body loses. That is why, in survival, small space is an advantage, not a disadvantage. If the shelter reduces energy loss, the brain stays clearer, decisions are better and the risk of errors decreases."
- **After this explanation, one can ask**
  - *"Which element of a shelter reduces energy loss the most?"*
  - *"What would you eliminate first if you had to simplify the shelter?"*
- **The principles for choosing the shelter location are explained**
  - avoiding low areas (water);
  - avoiding unstable trees;
  - using the terrain as a wind barrier;
  - insulating the ground before covering.
- **It explains why time is a critical resource in survival.** The skill conveyed is **anticipation, recognizing the moment** when ***"there is enough time"*** **and turning it into "it is already too late" –** *"Setting up the shelter begins at least two hours before sunset, which will allow you to:*
  - *correctly identify the location;*
  - *build the shelter without pressure;*
  - *solve unforeseen problems;*
  - *avoid mistakes caused by reduced visibility".*



- *Participants are guided to ask themselves four key questions as a* ***decision filter****:*
  - *Is there enough time and energy to build the shelter without compromising other priorities?*
  - *Will the resulting shelter provide real protection against the anticipated weather conditions - sun, wind, rain, snow?*
  - *Are the necessary tools available, or is there the ability to improvise them safely?*
  - *Are the right materials available, in sufficient type and quantity, for the chosen shelter type?*
- *For these questions to be relevant, we ensure that participants* ***know several types of shelters****, understand the differences between them, and know* ***what resources each one requires****. The next skill is* ***the ability to choose the appropriate solution*** *depending on the situation.*
- **Thus, a functional classification of shelters is made / TYPES OF IMPROVISED SHELTERS, based on purpose** and not on form.

EMERGENCY SHELTERS *The first shelter is often a temporary one. –* **minimal time and energy**	– purpose - stopping rapid heat loss. – foil, poncho, already existing space;
SIMPLE IMPROVISED SHELTERS *Simplicity is an advantage in survival conditions.*	– support against a natural wall; – leaned shelter; – using vegetation or natural debris.
SEMI-PERMANENT SHELTERS We don't build big unless we stay in it for a longer time.	– requires time, energy, stability; – they are built only if the context allows it.

- **We continue by presenting the MOST COMMON MISTAKES,** as a result of wrong decisions.

MISTAKE	WHY IT HAPPENS	RISKS	MESSAGE
Shelter too close to water	– psychological comfort, easy access.	– floods, cold, insects.	– *"Water attracts, but kills through details."*
Shelter on unstable ground	– carelessness, haste.	– dry trees – risk of falling – steep slopes – risk of falling rocks.	– *"A safe shelter starts with what does NOT fall on you."*
Shelter without ventilation, airtight	– unawareness, inattention, haste, the desire for a tight seal.	– intoxication, condensation.	– *"A sealed shelter is dangerous."*

- **The following scenario is presented -** "*You are in an unknown area, cold and wet weather, limited light. Choose the right type of shelter. Justify the chosen location. Mention a mistake avoided".*
  - It is checked whether the participant:
    - explains **why**, not just **what**;
    - respects the order of priorities;
    - identifies real risks;
    - simplifies the solution.
- **The message is repeated** that *"in most situations, shelter is priority no. 1"* **and that** *"**shelter protects the body from hypothermia,** one of the greatest threats, especially if: it is cold, windy or raining; at night temperatures drop dramatically and if you have wet clothes, which accelerates heat loss."*
- **It is checked whether the taught contents were understood and the question is formulated** - *"What is more dangerous: lack of shelter or a poorly chosen shelter?"*

  Indicative answer - *"A poorly chosen shelter."*

8.2

EXERCISE SHEET 8.2.
ESSENTIAL SURVIVAL SKILLS – WATER

OBTAINING WATER – PRINCIPLES

SPECIFIC OBJECTIVES – At the end of the exercise, professional instructors will be able to:

- explain why water is a priority in the first 72 hours;
- differentiate between an apparently safe source and safe water;
- demonstrate collection and purification methods while verbalizing the reasoning;
- identify and correct critical mistakes of the trainees;
- adapt solutions to the context – urban / rural / mountain.

- **The session opens** - *"In a crisis and survival situation, water is not just a physiological need, but a **necessary condition for making clear decisions**. Clear water does not mean the water is safe to drink. In nature, the only safe water to drink is treated water."*
- **And continues with the BASIC PRINCIPLES** regarding the importance of water for survival.

THE PRIORITY OF WATER	– Lack of water quickly affects judgment and physical capacity.	– Dehydration affects cognitive functions first, not physical strength. – The first effects are confusion, decreased attention, impulsive decisions. – Physical *performance decreases before the person becomes aware of the problem.*
SEPARATION OF CONCEPTS	– water source ≠ drinking water; – collection ≠ purification.	– A visible source - river, lake, snow, does NOT guarantee it is drinkable. – Collecting water does not mean it is safe to drink. – Each stage is distinct and requires a separate decision.
REDUNDANCY OF PURIFICATION METHODS	– a single method is not enough.	– **Each method has limitations:** – **boiling** does not remove chemicals; – **filtering** does not remove viruses; – **chemical methods** depend on dosage and time. – Equipment can break or get lost.

- ***It emphasizes why they are basic principles and stresses that:***
  - *Bad decisions occur before total exhaustion.*
  - *A dehydrated survivor no longer prioritizes correctly.*
  - *Water supports all other skills (fire, navigation, first aid).*
  - *People "see water" and skip risk analysis.*
  - *Diarrhea, infections, or parasites compromise survival faster than hunger.*
  - *Redundancy means functional continuity.*

APPLIED, DECISION-MAKING EXERCISES

EXERCISE 1 – IDENTIFYING POSSIBLE WATER SOURCES

- **Divide the group into teams of 3-4 people.**
- **The following scenario is proposed for analysis and discussion:** *"You are in an unknown area. You have no water with you. You only have what you observe around you. Your task is to identify possible water sources, not safe drinking water, and to list as many sources as possible. Sources can be natural, improvised, urban, or artificial."*
  "We are not yet assessing whether the water is drinkable. We are only interested in where water might exist."

- **NATURAL INDICATORS OF WATER PRESENCE ARE PRESENTED**

VISUAL INDICATORS
– Lush vegetation, specific plants, green and dense vegetation (reeds, willows, bulrushes, moss, and lichens). – Dry riverbed or stream bed – smooth, eroded stones. – If you dig deep into the dry riverbed and find wet sand, water may be nearby. – Valleys and depressions - water naturally flows toward lower areas. A river valley or a depression in the terrain may indicate the presence of a water source. – Cliffs and slopes can hold water at the base or have springs.



FAUNA

– Water-feeding birds - ducks, geese, and other aquatic species. Follow the flight direction of birds in the evening or birds circling above something.
– Croaking of frogs;
– Animal tracks leading in a certain direction may indicate a water source.
– Well-worn animal trails often lead to water sources.
– Bees and mosquitoes are often found near water sources. Bees travel at most 6.5 km from the hive or water;
– Mammals - they need water;
– Herbivores do not stay far from water (they must drink at dawn and dusk);
– Carnivores do not need water - they get it from the body of their prey;
– Vegetarian birds (pigeons) do not stay far from water (they drink at dawn and dusk). When they fly in a straight line and very low, they are heading toward water. On their way back from water, they fly from tree to tree, resting often;
– Water birds and birds of prey do not drink often. They are not good indicators of water;
– Ants depend on water - a column of ants climbing a tree is probably heading toward a small water reservoir;
– Flies do not venture more than 90 m from a water source;
– Reptiles - not good indicators of water.





FLORA

– Exposed tree roots can indicate underground water.
– Large, glossy leaves are characteristic of plants growing in wet areas.
– The presence of patches of thick, dark green grass;
– The presence of reeds, cane, willow, poplar, even at higher altitudes;



CLIMATIC SIGNS

– Dense morning fog often means the presence of a water source, such as a lake or river, nearby.



- **It is validated whether participants**:
  - *correctly separate identification from purification;*
  - *include obvious sources and indirect sources;*
  - *do not reject a source just because it is not potable.*

GUIDELINE SOLUTION

WATERCOURSES - rivers, streams, lakes	– can be permanent or seasonal; – flowing water indicates natural drainage; – not automatically safe for consumption.
RAINWATER	– collectable directly or from clean surfaces; – the safest raw source, if collected correctly; – depends on weather conditions.
SNOW / ICE (melted)	– often underestimated source; – requires melting and, ideally, purification; – eating snow directly is a common mistake.
COLLECTED DEW	– present in the morning, on vegetation or cold surfaces; – low yield, but useful when no other options exist; – requires time and patience.
WATER FROM VEGETATION	– succulent plants; – sap from certain trees (in specific contexts); – increased risk → identification does NOT mean immediate consumption.
URBAN / ARTIFICIAL SOURCES	– reservoirs; – plumbing; – irrigation systems; – water stored in abandoned buildings.

- **We continue by presenting COMMON MISTAKES,** resulting from wrong decisions.
  - *"It is not potable, so I do not include it."*
  - *"If I am not sure about it, I do not mention it."*
  - *"The water must be visually clean."*

EXERCISE 2 – WATER COLLECTION

PURPOSE – The exercise aims for professionals:

- to clearly distinguish between identifying the source and actual collection.
- to understand that the collection method influences the risk.
- to be able to explain why improper collection compromises subsequent purification.

- **The importance of water is briefly presented.**
  - Water represents one of the most urgent needs in a survival situation.
  - It is estimated that the human body cannot survive more than three days without water. But there are situations, especially in areas/periods of the year with very hot days (heatwaves), when the time shortens, considering that through perspiration a lot of water is lost from the body.
  - Even in cold areas **–** days with low temperatures, you need at least 2 liters of water per day to maintain the efficiency of your activities.

THE IMPORTANCE OF WATER FOR SURVIVAL
– More than three quarters of your body is composed of fluids. – The body loses fluids due to heat, cold, stress, and exertion. – For the body to function properly, you must replace the fluid that the body loses. – Water helps you maintain your body temperature at a constant value, – Water lubricates and cushions the organs. – Water is necessary to metabolize body fat – Water helps digest the food you eat – If you do not drink enough water, the body begins to extract it from other places, including the blood. Thus, the blood thickens and is much harder to pump through the body. – Without enough water, you become tired and apathetic.
One of your first goals to survive is obtaining and adequately supplying water.

- **The group is divided into teams of 3-4 people.**
- **The following scenario is proposed for analysis and discussion***: "You have identified one or more possible water sources. The next step is to decide how you collect the water, using limited resources. We are not discussing the water purification method yet. We focus exclusively on water collection."*
  Each group receives a type of source (e.g., river, rain, dew, snow, urban source), and you must describe - how I collect water from the indicated source, what containers or improvisations you use for collecting water, what risks you must avoid during collection.
- **It is validated whether participants**:
  - reduce water contamination during collection;
  - choose appropriate containers or logically improvise containers for collection;
  - avoid direct collection from areas with obvious risk;
  - explain why they choose a method, not just what they do.

INDICATIVE SOLUTION

COLLECTION FROM WATER COURSES	– collect from areas with faster flow; – avoid stagnant areas or proximity to the bank; – use a container, do not drink directly.
RAINWATER COLLECTION	– use a tarp, poncho, clean containers; – avoid contaminated surfaces – soil, dirty leaves;
COLLECTION FROM SNOW / ICE	– collect clean snow, not the one from the ground; – melt it before consumption; – do not eat snow directly.
COLLECTION FROM DEW	– wipe vegetation with absorbent textiles; – is squeezed into a container; – low but steady yield.
COLLECTING WATER FROM VEGETATION	– only from plants known to be safe; – collect the liquid without excessively damaging the plant; – treat it as high-risk water.
COLLECTING FROM URBAN SOURCES	– use unaffected tanks; – avoid water from damaged systems; – assume the water is contaminated until purified.

- **Continue by presenting COMMON MISTAKES,** resulting from poor decisions.
  - direct collection with bare hands.
  - using dirty containers.
  - mixing clean water with dirty water.
  - drinking "just a little" before purification.

EXERCISE 3 – WATER PURIFICATION

PURPOSE – The exercise aims for professionals:

- to understand the limits of each purification method;
- to apply the principle of redundancy;
- to be able to explain why a method is chosen in a specific context.

- **Divide the group into teams of 3-4 people.**
- **The following scenario is proposed for analysis and discussion***: "You have collected water from an unknown source. You do not know what type of contamination exists. You must decide how to purify the water with the available resources. We are not looking for the perfect method, but the functional method in this context.* Each group receives a type of water – clear / cloudy / with odor and a limited set of resources – fire, filter, purification tablets. You must decide:
  - the method or combination of methods;
  - the order of application;
  - the remaining risks.
- **It is validated whether participants**:
  - choose the appropriate method based on the type of contamination;
  - understand that purification is a more complex process, not a single activity;
  - apply or mention redundancy;
  - avoid false certainties – *"the water is safe now".*

GUIDELINE SOLUTION

BOILING	– boil the water for at least 1 minute (longer at altitude); – effective against bacteria, viruses, parasites; – does NOT remove chemicals.	– It is the most biologically safe method, if time and fire are available.
FILTRATION	– reduces particles and some pathogens; – depends on the quality of the filter; – is NOT sufficient alone in many contexts.	– Filtering prepares the water, it does not guarantee it.
CHEMICAL METHODS - tablets, solutions	– effective against most biological agents; – require action time and correct dosing.	– Works if you follow the process.
COMBINING METHODS - recommended	– filtering + boiling; – filtering + chemical; – boiling + proper storage.	– Redundancy reduces the unknown

- **Continue by presenting COMMON MISTAKES,** resulting from poor decisions.
  - using a single method *"because it worked before"*
  - shortening the boiling time
  - incorrect chemical dosing
  - contaminating the water after purification
- **It is emphasized**:
  - do not teach *"the best method";*
  - teach the decision-making reasoning;
  - focus on adaptation, not recipes.

POSSIBLE QUESTIONS FOR QUICK CHECK OF CONTENT ASSIMILATION

- *"Why is water a priority over food?"*
  Guiding answer – *"Because lack of water quickly affects decisions and vital functions."*

- *"Is filtering collected water sufficient to make it drinkable?"*
  Guiding answer – *"No. Filtering must be followed by purification."*

- *"What do you do if you have only one method available?"*
  Guiding answer – "I apply the available method and reduce risks as much as possible."

8.3

EXERCISE SHEET 8.3.
ESSENTIAL SURVIVAL SKILLS – FIRE



GENERAL OBJECTIVE – professionals will be able to **teach, explain, and assess the skill of lighting and managing fire**, emphasizing **safety, preparation, and decision-making under constraints**.

SPECIFIC OBJECTIVES – By the end of the exercise, professionals will be able to:

- explain the role of fire in survival;
- describe the principles of fire and the conditions necessary for ignition and maintenance;
- demonstrate fire lighting while verbalizing the reasoning;
- identify and correct critical mistakes;
- adapt teaching to different contexts **–** urban / mountain / adverse weather.

- **The session opens –** *"Now we continue with another essential skill for survival in crisis situations – LIGHTING A FIRE. In survival, fire is not about comfort or cooking; it is a **control tool** over the environment.*
  *Through fire we get heat, light, the ability to purify water, dry clothes, and send signals. But more important than the result is **the ability to produce it when needed**.*
  *Many people think fire is made from a spark. In reality, fire starts with **preparing it**.*
  Dacă pregătirea este greșită, orice metodă de aprindere va eșua.
  *Next, we will focus on the **decision-making process** for starting a fire, not on tricks or spectacular equipment. In other words, we will see what needs to be prepared, in what order, with what resources, and under what conditions.*
  A successful fire is the result of three correct decisions made before lighting:
  - *choosing the location,*
  - *preparing the material, and*
  - *protecting the fire source."*
- **Continue by presenting the BASIC PRINCIPLES for starting a fire, with emphasis on FIRE PREPARATION**

THE FIRE TRIANGLE "If one is missing, the fire does not appear."	– fuel; – oxygen; – ignition source.
FIRE PREPARATION precedes lighting it	– natural tinder, highly flammable; – dry wood; – protection from wind and moisture
CONTROL AND SAFETY	– small, controllable fire; – distance from shelter; – complete extinguishing
NATURAL, HIGHLY FLAMMABLE TINDER. It ignites easily even from a spark or small flame.	***NATURAL*** – ***Dry grass*** *– gathered into a nest, completely dry.* – ***Dry leaves*** *– especially small, well-dried leaves.* – ***Dry moss and lichen*** *– found on tree bark or rocks.* – ***Dandelion fluff / plant seeds with fluff*** *– extremely flammable.* – ***Dry seeds*** *from fir or pine cones.* – ***Linden*** *(inner bark of linden – "linden fiber") – can be separated into fine fibers, very good for starting a fire.* – ***Outer birch bark*** *– white in color, contains flammable oils and burns even when wet.* – ***Fir or pine resin*** *– extremely flammable; can be collected from tree bark. Used directly or applied to twigs for quick ignition.* – ***Natural coals*** *– partially burned wood (from a previous fire) that re-ignites easily.* – ***Tinder fungus, woodworm dust, dry sawdust, wood shavings, pieces of bird nests, small bird feathers.*** ***IMPROVISED*** – ***lint, cotton threads, unraveled twine, lint from bandages, cloth, wool threads, pocket lint.***
FIRE STARTING MATERIALS – thin dry twigs	- ***Thin dry twigs*** *(pencil-thick or thinner) – ideally from standing dead trees, resinous ones (pine, spruce).* - ***Wood protected from moisture*** *(under trees, rocks, standing dead trees).* - ***Fatwood*** *– wood saturated with resin, often found at the base of dry pine trunks or in stumps.*
WOOD FOR MAINTAINING THE FIRE	- ***Dry hardwood*** *(oak, beech, hornbeam – burns slowly and produces heat).* - ***Conifer wood*** *(fir, spruce, pine) – burns quickly and may spark.* - ***Hollow or bark-covered logs*** *– can shelter dry air and burn well*

APPLIED, DECISION-MAKING EXERCISES

EXERCISE 1 – FIRE PREPARATION

GOAL – The exercise aims for professionals to:

- explain the logic of fire preparation, not just the steps;
- understand that the fire succeeds before the spark;
- explain what is prepared before lighting;
- demonstrate the correct order;
- verbalize why each element is necessary;
- be able to correct typical trainee mistakes.

- **Open the exercise and say –** *"Before we try to light the fire, we must make sure that **everything that keeps the fire alive is already prepared**. A fire fails, most of the time, not because we lack a spark, but because we did not choose the location well or did not prepare the material in the correct order. **We choose an area protected from the wind,** because wind is the enemy of fire."*
- **The first *thing we prepare is the very fine material*** *– natural tinder, highly flammable, dry grass, bark, fibers. These are the only materials that can catch a spark.*
  ***The second level is thin twigs**. They grow the small flame without smothering it.*
  *Only then do we prepare **medium and large wood,** which will sustain the fire. If we bring it too early, the fire goes out.*
  ***Finally, we prepare safety –** water or earth. The fire must be controlled from the start, not after."*
  For memorization and reinforcement, the following image is presented –

FIRE PREPARATION



NATURAL, HIGHLY FLAMMABLE TINDER.	KINDLING – thin dry twigs.	WOOD FOR MAINTAINING THE FIRE AND LONG-LASTING BURNING.

- **Conclude and note on the flipchart / board the SUMMARY OF FIRE PREPARATION.**

Wind-sheltered area	Protects the flame
Very fine material	Catches the spark
Thin twigs	Feed the initial flame
Medium and thick wood	Maintains the fire
Water / earth	Control and safety

- **Present the COMMON MISTAKES that must be corrected**
  - choosing an exposed area
  - trying to light thick wood directly
  - looking for materials after the fire has started
  - ignoring safety measures

POSSIBLE QUESTIONS FOR QUICK CHECK OF CONTENT ASSIMILATION

"What happens if the thin twigs are missing?"

Indicative answer:

- the flame does not develop;
- the fine material burns too quickly;
- the fire goes out.

EXERCISE 2 – LIGHTING THE FIRE

PURPOSE – The exercise aims for professionals:

- to explain the physical principle behind lighting a fire, not just the technique;
- to show that the lighting method is secondary to preparation;
- to correct the myth of *"quick lighting."*
- demonstrate a safe friction-based lighting method;
- to verbalize what they check before the spark is produced;
- to differentiate lighting methods;
- to explain why the fire starts or does not start.

- **Continue –** *"Now that the materials are prepared, lighting the fire is the next step. No matter what lighting method I use, my goal is the same – to transfer the initial energy to the very fine material. I do not rush. I check once more that the material is dry, aerated, and protected from the wind.*
- **And ask yourself –** ***What is the principle of lighting a fire?*** – "*All traditional fire-lighting methods are based on the same principle:* ***converting mechanical energy into heat through friction****, until the ignition temperature of the material is reached. Also very important are* ***the conditions for combustion*** *– fuel – oxygen – spark. And last but not least –* ***the spark or flame must reach the easily flammable material, not the thick wood.*** *If the fire does not start, I do not change the lighting method. I go back to preparation."*
- **And emphasize the importance of knowing several fire-lighting methods – depending on the situation, you can use the method that fits the context.**
- *"We do not aim for the immediate flame, but for control of the entire process. Thus, it is important to observe - body position; rhythm of movement; choice of materials and how the explanation accompanies the demonstration."*

FIRE STARTING METHODS THAT professional instructors **MUST KNOW**

Information to be passed on to trainees later

METHOD	PRINCIPLE	
By solar concentration - THE LENS METHOD	– **Directing the sun's rays** onto tinder until it ignites. – you can use the magnifying glass from binoculars or another convex lens, glass or improvised lenses, even from glasses.	
WITH ELECTRIC BATTERIES AND STEEL WOOL	– **Using the electric arc** produced by short-circuiting the terminals of a battery. – use a battery, attach one wire to each terminal; – place the battery near the tinder/steel wool; – touch the ends of the two wires, creating an electric arc.	
WITH THE MOBILE PHONE BATTERY	**Variant 1 / when the battery still has power** – – **Using** the **spark** created by touching the negative and positive poles of the phone battery with a knife.	
	Variant 2 / when the battery no longer has power – **Using the extreme temperature produced by short-circuiting the battery,** to ignite the fire. – the battery is placed on a pile of twigs/straw and quickly pierced with a knife/sharp object. The battery will and will produce a that will contribute **WARNING!** – Cover your nose and mouth to avoid inhaling toxic substances!	
– In survival conditions, you must always decide what is more important – fire or a charged battery. – Being in the wild without a phone can sometimes be more dangerous than being without fire.		
BY FRICTION - *The saw method*	– **Conversion of mechanical energy into thermal energy through dry friction.** – the repeated movement of one piece of wood over another produces **fine wood dust,** and the friction generates heat, the temperature rises locally until the fine wood particles (wood dust) reach ignition temperature. – an ember forms, which is then transferred to flammable material - dry grass, bark, tinder, to obtain a flame. – choose a piece of hardwood, 2.5-3 cm thick; – cut a piece 25-30 cm long and split it along the grain; – make a notch on each edge of the piece of wood so that the notches fit together; – place the tinder in the notches; – with another piece of wood, saw the notches until the tinder catches fire; – fan and blow over the tinder.	
BY PERCUSSION - *The flint and steel method*	– **Conversion of mechanical energy into thermal energy through friction.** – use flint and a piece of steel; – hold the flint as close as possible to the tinder and strike it against the blade of a knife or another steel object; – strike downward to be sure the sparks will reach the tinder; – fan and blow over the tinder to get a flame.	
BY FRICTION - *The bow and the drill*	– **Converting mechanical energy into thermal energy through dry friction, raising the temperature until ignition.** – from a curved piece of wood, 30-40 cm long, make a bow by tying a cord to both ends. Do not tighten the cord, leave it loose so that it can form a loop in the middle into which you will insert the drill; – make a drill from a piece of hardwood, so that one end is pointed and the other rounded; – carve a flat, rounded piece of wood, like a mushroom cap; – hollow out a round, conical socket in its center, so that the pointed end of the drill fits into it; – place a flat piece of soft, dry wood (a board) on the ground and secure it with the sole of your boot; make a notch on its edge to hold the drill; – place the tinder next to the notch; – spin the drill vigorously with the bow while pressing down hard on its top, so that strong friction results between the dry wood and the drill. This friction will produce the ember needed to start the fire;	 

	– fan and blow on the tinder until it begins to smolder, to ignite the fire.	

- **FREQUENT MISTAKES ARE PRESENTED, WHICH MUST BE CORRECTED**
  - spark applied directly to thick wood
  - repeatedly changing the method
  - panic after the first failure
- **Check whether the previous contents were understood** - *"What do you do if you have a spark, but no flame appears?"*
  - **Answer *indicative* -** *"improve the material easily flammable, protect the fire better from the wind and if it does not ignite, reorganize the structure".*

EXERCISE 3 – MAINTAINING AND CONTROLLING THE FIRE / SAFETY

PURPOSE - The exercise aims for professionals:
- to understand that igniting, maintaining and controlling the fire is a continuous process;
- to correctly manage resource consumption;
- to keep the fire burning safely and functionally.
- to explain how to keep the fire going progressively;
- to justify when and why the fire should be reduced or extinguished.

- **The exercise begins –** "A lit fire is not a fire that solves the task for which it was lit. From this moment, your responsibility is to maintain and control it."
- **And we continue with the question –** *"And how do I do that? – and he answers – add fuel gradually, but don't forget – too much wood smothers the fire, too little extinguishes it. Then watch the flame, not the wood. The flame tells me what the fire needs. A good fire is small, stable and efficient. A big fire consumes resources and attention. Control also means being able to safely put out the fire when needed."*
- **The process is described following the diagram below**

ACTION	WHY
– Adding wood gradually - fuel	– Maintain oxygenation
– Choosing suitable wood	– Controlling the intensity
– Protecting from wind	– Stability
– Extinguishing the fire in a controlled manner	– Safety

- **Practical safety tips are conveyed during the activities.**

"As a professional instructor, you do not just transmit safety rules, but you take on the role of safety guarantor. This means anticipating, preventing and intervening."

WHAT WE DO FOR THE SAFETY OF THE ACTIVITY
- evaluate and delimit the areas where the fire will be lit before the exercise:
- establish a safety perimeter;
- identify existing risks depending on the context - wind, vegetation, soil;
- decide whether the exercise takes place or is postponed.
- check the existence and accessibility of fire extinguishing materials:
  - at least two sources - water + sand;
  - designate a safety officer;
  - explain the intervention procedure.
- establish clear behavioral rules:
  - define what is acceptable behavior and what is dangerous behavior;
  - intervene immediately in case of violations;
  - stop the exercise without negotiation if the rules are broken.
- supervise and validate the extinguishing of a potential fire:
  - check the embers, ash, and fire temperature;
  - explain the signs of a completely extinguished fire;
  - do not delegate the final responsibility to trainees.
- impose minimum equipment criteria:
  - define what is allowed/forbidden;
  - refuse participation if standards are not met;
  - explain the reason for the decision (educational, not punitive).

- **The FREQUENT MISTAKES that must be corrected are presented**
  - overloading the fire with wood
  - fire too big *"for safety"*
  - lack of attention to how the fire evolves after ignition
  - leaving the fire unattended
- **It is checked whether the taught contents were understood and the following questions are asked:**

1. "When is it a good decision to let the fire go out?"
Answer *indicative -* *"When it is no longer necessary; when resources are limited or when safety is compromised."*

2. "Why do most fires fail?"
Answer *indicative -* *"Due to insufficient preparation."*

3. "Why don't we make a big fire?"
Indicative answer - *"It consumes resources and increases risks."*



EXERCISE SHEET 8.4.
ESSENTIAL SURVIVAL SKILLS - FOOD

GENERAL OBJECTIVE – professionals will be able to **teach, explain, and evaluate food management skills in a survival situation**, with emphasis on **safety, prioritization, and avoiding unnecessary risks**.

SPECIFIC OBJECTIVES – At the end of the exercise, professionals will be able to:

- explain the role of food in the first 72 hours;
- differentiate between real need and psychological impulse;
- identify safe food sources;
- prevent dangerous behaviors related to consumption – to correct the impulse of "*eating anything";*
- formulate clear didactic messages regarding food risk.

- **The exercise begins –** *"In survival, food has a clear functional role: producing energy, maintaining body temperature, and recovering after effort. It is not a comfort element, but a strategic resource.*
- *Hunger is a deeply uncomfortable feeling.*

  It generates anxiety, reduces concentration capacity, and creates the impulse to act quickly. In normal contexts, this impulse is useful, but in survival contexts, acting impulsively due to lack of food can become a major risk.

  Food poisoning is dangerous in everyday life. In survival, it can be critical. Therefore, it is important to make a clear distinction between discomfort and real danger. Thus, hunger is a discomfort, but food poisoning is a real danger.

  In most survival situations, a healthy person can withstand several days without food, but cannot function without water, shelter, or the ability to make correct decisions. For these reasons, food should not be considered the immediate priority. The real priorities in survival are – personal safety, shelter, water, energy and stress management. Only after these elements are stabilized does the search for food become a justified and controlled activity.

  From an energy perspective, the human body consumes approximately 1,600–1,800 kcal/day just for vital functions (breathing, circulation, thermoregulation), even at rest. Under conditions of intense physical activity, consumption can increase significantly, reaching 4,500–5,500 kcal/day. This imbalance explains why, in survival, energy deficit is normal, and managing it becomes essential.

  In real survival situations, nutrition is combined and closely linked to available opportunities, depending on the context:
  - *existing supplies (canned goods, processed foods);*
  - *controllable animal sources (fishing, small game);*
  - *plant sources only if safely identified.*

  Our goal through this exercise is not to eliminate hunger from the necessary needs in survival conditions, but to avoid decisions that can turn a discomfort into a medical emergency. ***Today we teach risk management, not food seeking."***
- **The concept *"Energy / risk"* – is introduced**

  "*In survival, food is not assessed only by whether it is edible, but by the ratio between energy, risk and effort. That is why you must constantly ask yourself – "can I eat?", and if so, "is it worth eating?", given that many wild food sources provide little energy relative to the body's needs, and that searching, collecting and preparing food consumes time and energy."*
- **The food safety rule is conveyed,** according to which ***"If you are not 100% sure, you DO NOT eat."*** The rule is stated clearly, emphasizing that it is not negotiable and works as a quick decision filter under stress. **The rule is repeated several times and the trainees are asked to say it out loud**, so that it becomes automatic.
- **It is emphasized** that *"dietary adaptability is necessary, but this does not mean a lack of discernment. Survival does not mean 'eating anything', but making decisions that minimize biological risk. Emotional barriers – revulsion, attachment to animals, can influence the decision, but they must not replace rational analysis. Thus, food consumption must be managed strategically by avoiding impulsive consumption and by* adapting resources to the effort expended*."*
- **It is recalled that, in order to comply with food safety, they must convey to the trainees the essential rules regarding what you SHOULD NOT EAT:**
  - *Large beetles that have strong jaws and pincers, with which they bite.*
  - *Insects that feed on carrion, garbage or feces – they may carry microbes;*
  - *Worms that live on the underside of leaves – they may secrete poisons.;*
  - *Insects and caterpillars with vivid, contrasting colors – they are usually poisonous;*
  - *Hairy insects – they contain irritating substances;*
- **It is also stressed that food management is essential -** *"food without enough water becomes a risk. In the absence of adequate hydration, eating meat, fish or eggs can worsen dehydration. In such situations, food intake is reduced or limited to sources with a high water content, only if they are safe".*

EXERCISE 1 – POSSIBLE FOOD SOURCES IN SURVIVAL CONDITIONS

PURPOSE – Participants / professionals will practice:

- identifying potential food sources;
- evaluating potential food sources through the filter - energy – risk – effort;
- formulating how they would teach this process to their trainees.

- **Present the context of the exercise and introduce the following scenario –**
  "You are in a survival situation. You are not extremely hungry, but resources are limited. The goal is not to eat now, but to decide which food sources are potentially safe and in what order they could be considered."
- **Split participants into small groups of 3-4 people and set the following task –** *"For each proposed food source:*
  - analyze the energy gain;
  - analyze the biological risk;
  - analyze the energy expenditure required to obtain it.

  Finally, decide which source is acceptable and which source should be avoided, and justify your choice."
- **Give each group a CHECKLIST** – with the possible food sources that participants need to analyze.
- **Participants analyze each item and fill in the table.**

FOOD SOURCE	ENERGY GAIN			BIOLOGICAL RISK			ENERGY EXPENDITURE		DECISION	
	Low	Medium	High	Low	Medium	High	Low	High	Accept the source	Avoid the source
1. Sealed can found in an abandoned building			x	x			x		x	
2. Dry biscuits / packaged food		x		x			x		x	
3. Water with sugar or honey	x			x			x		X temporary	
4. Fish caught and well cooked		X - high		x	If cooked		medium		x	If it can be prepared
5. Bird eggs, heat-treated		x			x	If not well cooked	medium		x	With caution
6. Known insects / locusts, prepared	x	x			x		x		x	Contextual
7. Unknown wild plant	x	medium				x	x	medium		x
8. Mushrooms							x			x
9. Animal found dead		x				x	medium	x		x
10. Unknown fruits from the area	x	medium				x	x			x

- **It is emphasized** that any food source is evaluated through the filter:

SAFETY – BIOLOGICAL RISK – EFFORT – CONTEXT

Given that the goal under survival conditions is not dietary diversity, but maintaining functionality.

- **The following possible questions are addressed:**
  - ***"Which sources were evaluated as the safest and why?"***
    - **Answer indicative -** *"The safest sources were those already processed or controllable, such as sealed cans and packaged foods. These offer low biological risk, predictable energy cost, and minimal energy expenditure to obtain. In some cases, well-prepared fish or eggs may be considered acceptable, but only if water, fire, and time for proper preparation exist. Safety was the dominant criterion, not availability."*
  - ***"Where did the temptation to 'try' arise?***
    - **Answer indicative -** *"The temptation arose especially in the case of plants or fruits that 'looked edible', insects perceived as 'less dangerous', and the idea of consuming 'just a little'. This temptation was driven more by the discomfort of hunger and the desire to do something active, not by a clear real benefit."*
  - ***"What frequent mistakes do you anticipate at the trainee level?"***
    - **Answer *indicative* -** *"The most frequent anticipated mistakes are:*
      - *overestimating the energy cost of natural food sources;*
      - *underestimating biological risk;*
      - *impulsive consumption 'eat so it doesn't go to waste';*
      - *confusion between hunger and urgency;*
      - *the desire to demonstrate courage or competence."*

EXERCISE 2 – CONSUMPTION DECISION

GOAL – professionals learn to:

- guide trainees in making food-related decisions;
- avoid impulsive decisions under pressure;
- apply a clear decision filter, not instinct.

- **The exercise is introduced and its framework is established as a mental and decision-making one**, not practical, **emphasizing the following –** *"In this exercise, we are not looking for food but practicing the decision to consume or not consume. Do not forget, in survival situations, the most dangerous mistakes do not arise from lack of resources but from decisions made too quickly."*
  We have seen that **the main filter** for any food source, which supports me in making this decision, *goes through three simple questions:*
  - *What is the energy cost?*
  - *What is the biological risk?*
  - *How much energy do I spend to obtain and prepare it?"*
- **A hypothetical example is provided –** *"Imagine an unknown plant. If I apply the filter and answer the three questions, I notice that – I have a small energy gain, the biological risk is unknown, possibly high, and the energy consumption is high, given the time, effort, and the need for fire for cooking. Thus, the correct decision is not* ***maybe I eat it****, but definitely* ***I do not eat it****."*
- **Let us recall what the safety rule says –** *"If you are not 100% sure, DO NOT eat it."* It is good to repeat the rule.
- **Let us do the following exercise –** *"I will describe a few situations. For each situation, your answer must be simple and direct – eat / do not eat."*
  After collecting the answers, we will discuss **the main risk** and **what influenced your decision**."

SEALED CAN EAT	*"You find a sealed can, with no signs of damage, in an abandoned building. "*	**Main risk - LOW** – only the general risk of spoilage, verifiable visually.	**What influenced the decision** – intact packaging; – predictable energy gain; – minimal effort.	*Rational decision based on safety and efficiency.*
UNKNOWN FRUITS DO NOT EAT	"You find fruits that look edible, but you do not recognize them with certainty. "	**Main risk – HIGH –** Biological poisoning.	**What influenced the decision** – lack of 100% identification; – small energy gain; – the safety rule.	*Edible appearance is not a safety criterion*
FRESH FISH, NO FIRE DO NOT EAT	*"You catch a small fish, but you have no fire or way to cook it. "*	**Main risk – HIGH –** Parasites and bacteria.	**What influenced the decision** – impossibility of cooking; – high biological risk; – useless energy consumption.	*The gain does not outweigh the risk.*
KNOWN INSECTS, FIRE AVAILABLE EAT (contextual)	*"You have access to locusts, and you have enough fire and water. "*	**Main risk – MODERATE**, **controllable through cooking.**	**What influenced the decision** – clear identification; – heat treatment; – acceptable energy-to-effort ratio	*We do not eat for courage, but for efficiency.*
ANIMAL FOUND DEAD DO NOT CONSUME	"Find a recently dead animal, with no obvious signs of decomposition."	**Main risk – INCREASED – Boală, paraziți, necunoașterea cauzei morții.**	**Influence of the decision** – extreme risk; – safer alternatives possible; – safety rule.	*No speculation – the decision is NO*

- **Intervention is made to correct impulses -** *"Notice that hunger pushes us toward trying. In survival situations, this response does not exist. We do not assume. We rely on what we know for sure. If you are not 100% sure, the decision is not to consume."*

EXERCISE 3 – MANAGEMENT OF AVAILABLE FOOD

PURPOSE – professionals will practice:

- rational management of limited food resources;
- prevention of impulsive consumption;
- maintaining key ideas on rationing and control;
- teaching decision management, not recipes.

- **The exercise opens and establishes its scenario –** *"You have a limited amount of food available. You do not know when you will have access to other resources. The goal is not to eliminate hunger, but to maintain your functionality for as long as possible, at least 48 hours."*
- **Tasks are transmitted to participants –** *"You will analyze the available resources and decide:*
  - what you consume,
  - what you keep,
  - what you ration.

  For each decision, you will explain why."
- **Participants receive the following resources:**
  - 1 can - approx. 400 kcal
  - 2 energy bars - 2 × 200 kcal
  - 1 handful of dried fruit - 150 kcal
  - Enough water for 24 hours

WORKSHEET - AVAILABLE FOOD MANAGEMENT TABLE – 48 hours

RESOURCE	QUANTITY	IMMEDIATE CONSUMPTION	RATIONED	KEPT	WRITTEN JUSTIFICATION (MANDATORY)
CAN	1 (≈400 kcal)	✗	✓	✗	– **Portion it** to ensure constant energy intake over 48 h - safe resource, with low biological risk, useful during exertion or cognitive decline.
ENERGY BARS	2 × 200 kcal	✓ 1 pc.	✓ 1 pc.	✗	– **One bar is used for initial energy stabilization**. The second one is kept for the next day or increased effort.
DRIED FRUITS	≈150 kcal	✗	✓	✗	– **Moderate energy, easy to portion** - used as a supplement, not as a main meal.
WATER	sufficient for 24 h	✓ controlled	✓	✗	– **Hydration conditions any food intake** - intake is controlled to prevent dehydration.

- **It is checked whether the justification of professionals :**
  - *refers to the estimated duration of the situation;*
  - *demonstrates understanding of the energy–time–risk ratio;*
  - *avoids emotional arguments like "hunger", "comfort";*
  - *respects the principle of rationing.*
- **Possible mistakes are analyzed and corrected during the exercise:**
  - *"Let's eat everything so we don't have to carry it anymore."*
  - *"I'd better eat now, I don't know what tomorrow will bring."*
  - *"If it's a little, it doesn't matter."*
  - *consumption of unknown plants;*
  - *underestimating poisonings;*
  - *wasting food;*
  - *spending energy on food;*
  - *ignoring hydration.*
- **Repeat the messages constantly –** *"Food is managed, not consumed reflexively."* ***and*** *"Food is shared, not consumed entirely - rationing increases the chances of survival."*
- **It is checked whether the taught content was understood and the following questions are asked**
  - ***"Why is food not a priority in the first 72 hours?"***
    Indicative answer – *"Because the body can function without food, but not without water and safety."*
  - ***"When is the immediate search for food justified?"***
    Indicative answer – *"When the other needs are stabilized."*
  - ***"What is the main rule regarding food in survival?"***
    Indicative answer – *"If you are not sure, you do not eat."*

8.5

EXERCISE SHEET 8.5.
ESSENTIAL SURVIVAL SKILLS – LAND NAVIGATION

GENERAL OBJECTIVE – professionals will be able to teach, explain, and evaluate land navigation competence, with emphasis on safety, context assessment, and correct decision-making under constraints.

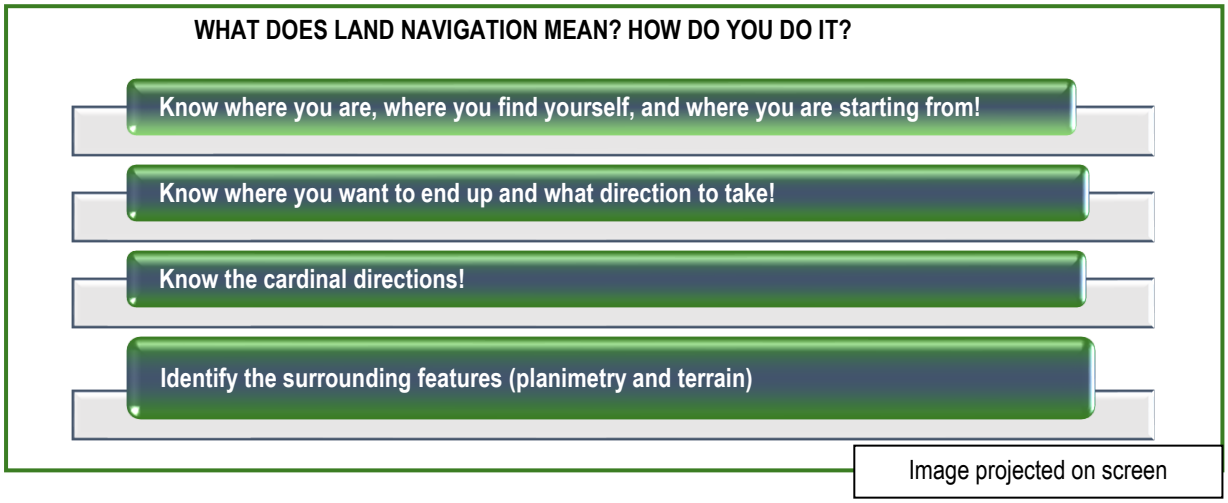
SPECIFIC OBJECTIVES – By the end of the session, professionals will be able to:

- explain the basic principles of land navigation;
- teach navigation as a decision-making process;
- correctly assess whether movement is justified or should be avoided.
- guide the movement decision;
- correct impulses to move without a proper analysis of existing landmarks;
- demonstrate the use of the compass, the sun, and natural landmarks;
- prevent common mistakes that occur;
- verbalize orientation decisions and the related reasoning;
- adapt teaching to different contexts - urban, rural, mountain.

- **The session opens and emphasizes THE ROLE OF ORIENTATION IN SURVIVAL –**
  "Land navigation is a critical survival skill because it directly affects safety, energy expenditure, and decision-making ability.
  *In survival situations, **knowing land navigation methods** means identifying geographic directions and making the right decision about whether to move or stay put, considering that any movement consumes energy and time. In survival, these resources are limited and must be managed carefully.*
  ***Wrong orientation** can lead to physical exhaustion, exposure to additional risks, loss of available resources, and worsening of the initial situation.*
  In any environment you are in, orientation must be done as a structured process, not as an instinctive action. This process includes the simultaneous assessment of your current position, available resources, and existing risks.
  To make the right decision, you need answers to the following questions
    - *Where am I?*
    - *What safe landmarks can I use?*
    - *Where can I go?*
    - *What do I gain if I move?*
    - *What risks might arise if I move?*
    - *What is my safety limit*
    - *What decision do I make – do I move or stay put?"*

  ***Effective orientation in survival** requires anticipation, control, and continuous assessment. Competence lies not in speed of movement, but in maintaining safety and decision-making capacity."*

In survival situations, correct land navigation
does not get you to your destination faster, but keeps you alive.



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- **Next, the BASIC PRINCIPLES of land navigation are presented**
  - **Prioritizing orientation -** *The correct direction is more important than the distance traveled.*
  - **Using landmarks -** *The sun, stars, natural landmarks, compass, simple maps.*
  - **Energy control -** *Avoiding unnecessary movements and getting lost.*
- *Then, the possible methods for orientation and the USE OF AVAILABLE LANDMARKS are detailed – "Correct orientation is based on using existing landmarks, but no single landmark is sufficient to make a safe decision."*

TYPES OF LANDMARKS

NATURAL LANDMARKS	– sun, stars, terrain, water, vegetation.
ARTIFICIAL LANDMARKS	– roads, buildings, existing infrastructure.
INSTRUMENTAL LANDMARKS	– map, compass, GPS.

- **The ESSENTIAL ASPECTS OF ORIENTATION are presented, depending on the environment you are in, according to the following scheme**

ENVIRONMENT	DETAILS	USABLE LANDMARKS	KEY RISKS
ORIENTATION IN THE MOUNTAIN ENVIRONMENT	– is strongly influenced by the relief and weather conditions; – movement involves increased risks, and the decision must favor safety.	– ridges, valleys, contour lines; – watercourses; – the orientation of slopes relative to the sun; – alpine structures – trails, markings – with reservations).	– difficulties in reading the relief – ridges, valleys, drainage; – rapid weather changes; – exhaustion; – accidents (slips, falls); – in the mountains, the safe direction is the one that allows you to stop.
ORIENTATION IN THE FOREST	– reduced visibility favors disorientation.	– watercourses; – slopes and drainage; – types of vegetation; – human or animal tracks – with filtering.	– short movements, with reassessment of position and intermediate landmarks;. – losing your bearings; – walking in circles; – overestimating distances; – natural obstacles.
ORIENTATION IN URBAN / SEMI-URBAN ENVIRONMENT	– you have more landmarks, but also more false information;	– major traffic axes; – dominant buildings; – urban watercourses; – major infrastructure.	– the need to filter information; – avoiding narrow or unstable areas; – distrust of signs and old maps; – human risk management. – blockages; – human hazards; – urban traps - basements, ruins.

- **The highlighted elements are summarized and written on the board / flipchart**

	DOMINANT RISK	KEY COMPETENCE
MOUNTAIN	– Weather + terrain	– Anticipation
FOREST	– Disorientation	– Control
URBAN	– False information	– Filtering

- **FREQUENT ORIENTATION ERRORS** that must be identified and corrected are highlighted:
  - moving without a clear objective and landmarks;
  - overconfidence in a single instrument and in technology, without verification;
  - ignoring obstacles, weather conditions, and energy expended;
  - ignoring the limits of the source;
  - emotional interpretation of human traces;
  - neglecting nature's signals - sun, relief, vegetation;
  - underestimating distances.

APPLIED, DECISION-MAKING EXERCISES

EXERCISE 1 – ASSESSING THE NEED TO MOVE

- **SCENARIO 1** is **transmitted**, without providing additional details **–** *"**You are in a deciduous forest.** It is 2:00 PM. The weather is stable. You have water for 24 hours and minimal food. You have no map or compass. You noticed a watercourse about 300 m away. You must make the decision – do I move or stay? Answers must be structured, not narrative. Each decision must be justified through the risk–benefit filter. Before orienting yourself, decide whether moving is justified. Answer the following questions*
  - *What do I gain by moving?*
  - *What risk arises if I move?*
  - *What do I lose if I stay?"*
  - **Possible indicative answer –** *I move in a limited way toward the watercourse, using the sound of the water, the slope, and the vegetation as references. The greatest risk is losing the initial point where I was.*
- **The** impulse to *"follow the water endlessly"* is **corrected**.

- **SCENARIO 2 –** *is* **transmitted***: "**You are in the mountains, at medium altitude**. The weather is changing - clouds are gathering quickly. Visibility is decreasing. You have a compass, but no map. You are tired after moving. Establish the movement decision with pros / cons arguments and ensure a safety plan".*
  - **Possible indicative answer –** *"I do not move, with the changing weather and fatigue as arguments, which increase the risks. As a safety plan, I establish a place for temporary shelter".*

- **SCENARIO 3 –** *is* **transmitted***: "You are in a town, in an outlying neighborhood, without electricity. You have urban landmarks, but many are destroyed. Establish which landmarks are valid and can be used for orientation, and which landmarks are unreliable and you will avoid them".*
  - **Possible indicative answer –** *"Valid landmarks – main roads, large buildings, and the ones I will avoid are the existing orientation signs".*

EXERCISE 2 – ESTABLISHING AVAILABLE ORIENTATION SOURCES

- **The exercise opens –** *"In survival situations, orientation means identifying landmarks and knowing **which landmark is worth using**. In this exercise we are not looking for safe travel directions, but we are evaluating the available sources for orientation in the field."*
- **The following scenario is presented –** *"You are in an unknown area. You have some tools at your disposal, you observe natural elements and identify human traces. Your task is to decide which orientation sources are usable and how to validate them. For each category of sources you must identify what is available and assess the reliability and limits of the source".*
- **The following POSSIBLE ORIENTATION TOOLS are presented –** the map, the compass and the GPS **and asks –** *What conditions must be met by an observation tool for you to trust it?"*
  - **Indicative answers**
    - *The map is useful only if it is up to date and correlated with the terrain;*
    - *The compass is reliable, but requires skill to use;*
    - *The GPS depends on battery and signal.*
- **Natural orientation resources in the field are highlighted – the sky, the sun, the stars** and asks *"What risks can arise when the sky is your main source of orientation?"*
  - ***Indicative answers***
    - *The sun indicates east–west, but is influenced by time and season;*
    - *The stars are useful only at night, in clear sky conditions.*
    - *The sun and stars are temporal landmarks, not exclusive directional ones.*
- **And it continues with the terrain – relief, water and vegetation**
- **The question is asked** – *Which of these elements can most easily mislead you?"*
  - **Indicative answers**
    - *Relief and water are stable landmarks, vegetation is a secondary landmark.*
    - *Relief offers general directions - valleys, ridges;*
    - *Water leads to populated areas, but not immediately;*
    - *Vegetation can vary locally.*
- **It ends with human-made traces – paths, roads, debris** and asks *"Do all human traces lead to safe places?"*
  - **Indicative answers**
    - *Some may be old or abandoned;*
    - *They may lead to dangerous areas;*
    - *They require additional confirmation.*
    - *Human traces are clues, not guarantees.*
- **It concludes and writes the following summary scheme on the board / flipchart***?"*

SOURCE	RELIABILITY	LIMITATIONS	NECESSARY CONFIRMATION
MAP	– High	– Update	– Terrain
COMPASS	– Large	– Skill	– Natural landmarks
GPS	– Medium	– Battery, signal	– Any other landmark
SUN	– Medium	– Weather, time	– Relief
WATER	– Large	– Distance	– Tracks
HUMAN TRACKS	– Variable	– Age	– Multiple sources

EXERCISE 3 – ESTABLISHING THE SAFE DIRECTION OF TRAVEL

- **The exercise opens –** *"The safe direction is the one from which you can return, because in survival situations, the good direction is the one that leaves you options. In this exercise, we are not looking for the fastest direction, but the direction that allows us to stop safely if needed."*
- **The following scenario is presented –** *"You are in an unknown area. Visibility is variable and you have limited resources. There are several possible directions of travel.*
    - *Direction A – downhill slope towards the valley;*
    - *Direction B – high ridge;*
    - *Direction C – densely forested area;*
    - *Direction D – old trail track.*

  *Your task is to choose **a single safe direction of travel** and justify it in a structured way, answering the following questions:*
    - *Why is this direction the safest?*
    - *What alternatives exist?*
    - *What indicators confirm the chosen direction?"*

  Possible indicative answers

  *"**Chosen direction – Direction A –** downhill slope towards the valley*
    - ***It is safer because** it reduces physical effort, offers potential access to water, allows stopping and sheltering, and increases the likelihood of finding human tracks.*
    - ***The other alternatives identified are***
        - *the high ridge – good visibility, but increased risk;*
        - *the dense forest – shelter, but risk of disorientation;*
        - *the old trail – possibly abandoned.*
    - ***Indicators I use to confirm the travel***
        - *constant slope;*
        - *sound of water;*
        - *vegetation specific to lowlands;*
        - *converging tracks".*

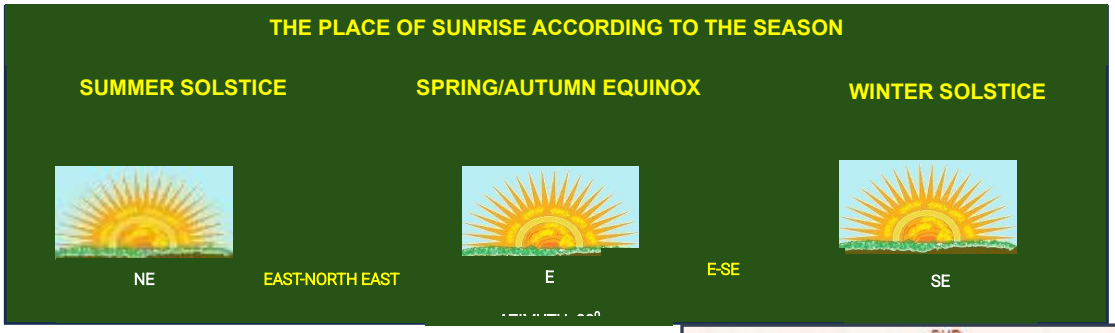
EXERCISE 4 – ORIENTATION AND MOVEMENT IN THE TERRAIN WITHOUT A COMPASS

- **The exercise opens –** *"Without a compass you don't walk straight, but we're not looking for precision, yet you walk well enough. An approximately correct direction, maintained long enough, is safer than frequent changes of direction."*
- *The method of ORIENTATION IN THE TERRAIN USING THE STARS is presented*

THE SUN – rises approximately in the East and sets in the West.

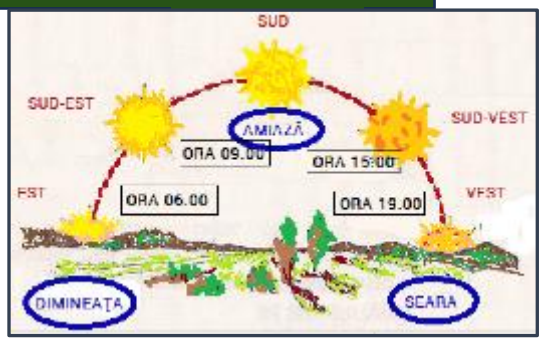
POSITION OF THE SUN	MONTHS		
	February, March, April, August, September, October	May, June, July	November, December, January
In the EAST	At 6 o'clock	At 8 o'clock	Not visible
In the SOUTH	At 12 o'clock	At 12 o'clock	At 12 o'clock
In the WEST	At 18 o'clock	At 18 o'clock	Not visible

On days of the months when the Sun is not observed rising or setting at the hours specified in the table, the orientation method can be used approximately.

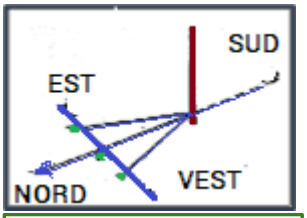


BY THE SUN (KNOWING THE TIME)

- **at 12:20 (winter)/ 13:20 (summer) the Sun is exactly to the South.** The time varies depending on the longitude of the place. The differences between the west and east of the country are +/- 20 min.
- **The Sun rises** – **SUMMER** from the **NE, SPRING** and **AUTUMN** from the **E, WINTER** from the **SE.**
  High mountains can cause a "false sunrise," which can mislead you.
- **The Sun sets** – **SUMMER** in the **NW, AUTUMN** and **SPRING** in the **W, WINTER** in the **SW.**

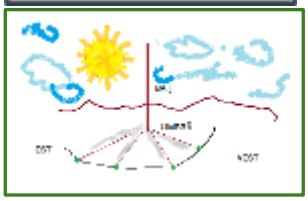


- **WINTER** – the Sun is:
  - at 6:20 towards E;
  - at 9:20 towards SE;
  - at 15:20 towards SW
  - at 18:20 towards W.
- **SUMMER** *adds one more hour.*
- **THE DIRECTION OF THE SHADOW CAST BY A STICK CHANGES BY 15⁰ EVERY HOUR.**



BY THE SUN (NOT KNOWING THE TIME)

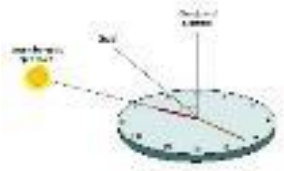
- your shortest shadow of the day points north.
- the Sun's direction of travel is from E to W.
- stick a straight, vertical stick into the ground; place a stone at the tip of the shadow; after 30 minutes, the shadow will change position; repeat with another stone. The two stones show you the W-E direction.



BY THE SUN AND WATCH (classic watch with hour hands)

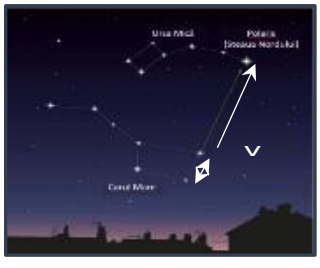
To orient yourself in the field using a watch and the sun, place the watch horizontally (on your palm, a table, a stump, etc.) and rotate it until the hour hand points perfectly at the Sun.

From the angle formed by the hour hand and the imaginary line through 12.00 on the dial (in winter) or 13.00 (in summer), draw a bisector marked with a straw or a small stick; **the end of the bisector towards the opening of the angle points south,** and the opposite direction points north.



A. BY THE POLAR STAR

- At night, the cardinal points can be determined only after establishing the direction towards **the Polar Star, which always points north.**
- The Polar Star can be seen from any point in the northern hemisphere.



HOW DO YOU FIND THE POLAR STAR?

- **Find the constellation the Big Dipper/Ursa Major,** which appears as a group of 7 bright stars, sufficiently visible;

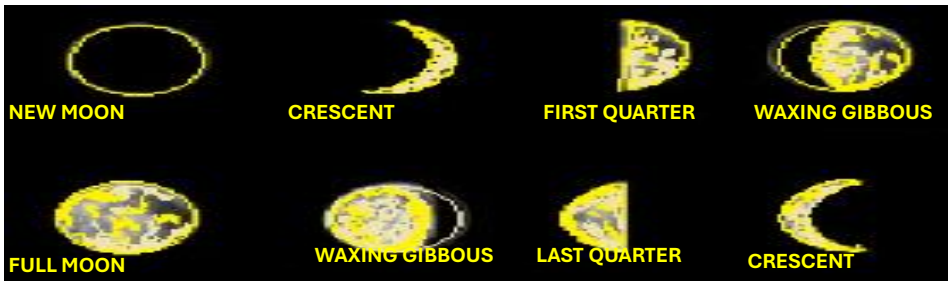
– Imaginarily extend upward a straight line that joins the last two stars on the right (Alpha and Omega) of the Big Dipper and measure along this line, approximately 5 times, the distance between the two stars.



The Polar Star is at the top of the Little Dipper constellation and is the brightest star in this part of the sky.

B. AFTER MOON

- The Moon moves across the sky similarly to the Sun, so it moves from E to W.
- Depending on the Moon phases (due to different illumination), the cardinal points are:



Moon phases	6:00 PM	12:00 AM	6:00 AM
First Quarter (you can observe the right half of the Moon)	SOUTH	WEST	-
Full Moon (you can observe the entire disk of the Moon)	EAST	SOUTH	WEST
Last Quarter (you can observe the left half of the Moon)	-	EAST	SOUTH

– **ORIENTATION BY CERTAIN OBJECTS IN THE TERRAIN AND NATURAL PHENOMENA IS PRESENTED**
  – On the north-facing side of the trunk, trees have irregular, cracked, moist bark, sometimes covered with moss;
  – The annual growth rings, observed on the trunks of felled trees, are farther apart on the south side and closer together on the north side;
  – On isolated trees or those at the edge of forests, branches and leaves are denser on the south side;
  – All deciduous trees have thicker bark towards the north;
  – Rocks and large stones are covered with moss or lichen on the north side;
  – Snow lasts longer on the north side of buildings, trees, rocks, and on the slopes of heights, and melts faster on the south side;
  – Under stones, the ground is more humid on the north side and relatively drier towards the south;
  – Molehills have their openings oriented towards the north;
  – The entrance to anthills is towards the south;
  – Resin on conifer trunks is more abundant towards the south;
  – Flocks of migratory birds (ducks, geese, swans, storks, etc.) fly north in spring and south in autumn.
  – The altars of Orthodox churches are always built facing East. (To avoid confusing the two ends of the church, as the tower can be misleading, better identify the main entrance. The altar is on the opposite side. Do not confuse the small door giving direct access to the altar with the large, main door!)
  – Crosses on graves are usually placed at the western end of the graves;
  – Traditional Romanian houses have their main facade, the one with the porch, oriented towards the south. Often they have no windows on the north side.












– **The following scenario is presented –** *"You have no compass and you do not know the exact cardinal directions. The objective is to maintain a general direction over a short distance, safely."*
– **The principles underlying movement in the terrain without a compass are highlighted –**
  – *movement without a compass is based on successive landmarks, not angles;*
  – *the direction is constantly reconfirmed;*
  – *small, frequent changes lead to circular walking.*

and the main methods of orientation in the terrain without a compass.

METHOD	TASKS	INDICATIVE SOLUTION
THE DISTANT LANDMARKS METHOD	– *"Choose a visible landmark in the distance and move towards it.* – *Do not walk towards the next tree. Walk towards something that does not change quickly."*	– **Stable landmark** - hilltop, large building, tower. – When the landmark disappears, a new one is chosen on the same direction.
THE LANDMARK ALIGNMENT METHOD	– *"Align two objects (near–far) and maintain the line.* – *Two landmarks create a direction. One landmark creates an illusion."*	– nearby tree + distant hill; – pole + building.
THE SUN MOVEMENT METHOD - DAYTIME	– "*Use the sun's position as a general indicator.* – *The sun doesn't tell you exactly where you are, but it tells you if you're drifting."*	– maintaining the sun's relative position on one side of the body; – periodic adjustments, not continuous ones.
THE LINEAR LANDMARKS METHOD	– *"Follow linear terrain features.* – *The line keeps you straight. The point leads you astray."*	– watercourse; – road; – forest edge.
If you can no longer confirm the direction, you stop. You don't correct continuously. You correct periodically.		

- **FREQUENT ERRORS** are highlighted and must be identified and corrected
  - changing the landmark too often;
  - walking *"by instinct";*
  - overestimating accuracy;
  - ignoring fatigue.

EXERCISE 5 – USING THE COMPASS AND MAPS



- **The exercise begins –** *"The map and compass won't get you out of trouble. They show you whether your decision makes sense. Today we learn to use them as tools to verify the decision made."*

THE MAP *is the graphic representation of the terrain. The map scale is the ratio between the distance on the map and the distance on the ground. On a map at scale 1:50,000, 1 cm on the map equals 500 m on the ground. Always, the top of the map is oriented to the North, the right side to the East, the left to the West, and the bottom to the South. Keep the map in your pocket or on your chest.*

The COMPASS is used to determine the cardinal points in the field and to orient the map.

The compass consists of the compass body with the lid and mirror, the movable magnetic needle, placed in the center of a graduated disc called the dial, on which the cardinal points are also indicated. The graduations are represented in degrees or mils and correspond to:

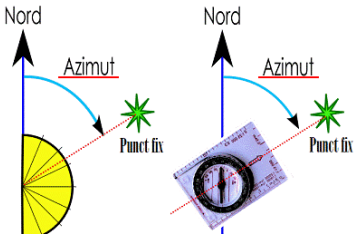
- N (north) = 0 (360) degrees or 6000 mils (60-00);
- E (east) = 90 degrees or 1500 mils (15-00);
- S (south) = 180 degrees or 3000 mils (30-00);
- W (west) = 270 degrees or 4500 mils (45-00).

The compass needle is attracted only to the NORTH.

The magnetic poles do not correspond to the geographic poles. The magnetic north direction makes a certain angle with the geographic north direction. The difference is called ***magnetic declination*** *(in a general orientation situation, declination can be neglected, because the angle has values too small to mislead).*

- **Briefly present how you can find the DIRECTION of NORTH AND THE OTHER CARDINAL POINTS.**
  - *Set the zero (N) to the index, then, holding the compass in your hand, at eye level;*
  - *Rotate it carefully, looking in the mirror and following the oscillations of the magnetic needle, until the arrow (tip) of the needle overlaps the index on the compass (N);*
  - *The tip of the magnetic needle points to magnetic north;*
  - *Without moving the compass and keeping the arrow at the index at all times, aim through the window (opening) of the cover toward a landmark in the terrain, then close the compass and connect with an imaginary line the place where you are with the established landmark, thus determining the north direction;*
  - *To find the other cardinal points as well, facing north, make successive turns of 90^0 to the right to establish: east (E); south (S) and west (W).*

- **Demonstrate how you can DETERMINE YOUR LOCATION.**
  - *Climb to a height (hill, in a tree, on a roof from where you can see a large area of terrain;*
  - *Orient the map – put the North of the map toward geographic North, using the compass;*
  - *Choose two visible landmarks from the terrain, as important as possible: towns, mountain peaks, lakes, etc. These two landmarks should preferably be located in two directions that form an angle of approximately 90°;*
  - *Identify the two chosen landmarks on the map;*
  - *Aim toward the first landmark in the terrain, using the windows in the compass cover, then, without changing the position of the compass relative to the landmark, rotate the*



dial until the letter "N" (on the dial) overlaps the arrow of the magnetic needle and press with your finger the fixing (locking) button of the needle;
- *Lower the compass, read the graduation on the dial at the index under the mirror and note (memorize) its value – which is actually the azimuth of that direction;*
- *Connect with an imaginary line the place where you are with the landmark determined with the compass, by direct sighting, thus establishing the azimuth direction.*
- *Repeat the activities for the second landmark as well;*
- *At the intersection of the two lines drawn on the map is the place where you are.*

- **The following scenario is presented –** *"You are in an unknown area. You have a topographic map and a compass. The goal is not to get somewhere quickly, but to choose and maintain a safe direction of travel."*
- **Step by step, highlight how you use the map and compass for orientation and movement in the field, according to the following scheme**

EXERCISE DEVELOPMENT	TASKS	SUGGESTED ANSWER
STEP 1 – ORIENTING THE MAP TO THE TERRAIN - if the map doesn't match the terrain, the problem isn't the terrain.	– *orient the map using the compass;* – *correlate the landmarks on the map with the real terrain.*	– map north aligned with magnetic north; – major landmarks - relief, water, roads - visually coincide with the terrain.
STEP 2 – IDENTIFYING YOUR POSITION - APPROXIMATELY - in survival, an exact position is a bonus, not a requirement.	– *establish the approximate position using visible landmarks;* – *accept an area, not an exact point.*	– positioning between two clear landmarks; – avoiding false precision.
STEP 3 – CHOOSING THE DIRECTION ON THE MAP - on the map, everything seems easy. See what the terrain looks like.	– *identify possible directions;* – *eliminate directions with increased risk.*	– avoiding steep slopes; – preferring valleys or linear axes; – identifying stopping points.
STEP 4 – SETTING THE AZIMUTH - The travel azimuth is a direction, not a promise.	– set the general azimuth; – explain why absolute precision is not critical.	– approximate azimuth; – periodic corrections, not continuous ones.
STEP 5 – CHECKING ON THE TERRAIN - If you don't recognize the map on the terrain, you stop.	– constantly compare the map with reality; – confirm the landmarks.	– multiple confirmation of landmarks; – re-evaluate at every change in the terrain.
The compass shows the north – The map shows the options – The decision belongs to you.		

- **The work with the compass is demonstrated and the essential rules are presented verbally:**

RULES FOR USING THE COMPASS



- Lock the magnetic needle during travel to avoid disturbing and wearing it out;
- Expose the phosphorescent parts of the compass to a light source for 10-15 min. – at night, before use;
- Choose a place to use the compass away from metal objects that can influence the magnetic needle;
- Avoid working with the compass near high-voltage power lines, during storms and rain with electrical discharges;
- Place the compass in a horizontal position (on the ground, on a table, on a stump), let the magnetic needle move freely and check its sensitivity;
- Bring a metal object close to the compass and see if the magnetic needle moves from its initial position toward the metal object; repeat this operation several times;
- SENSITIVITY - check whether, when the metal object is removed, the magnetic needle quickly returns to its initial position.
- During night movement, when choosing intermediate landmarks is difficult due to poor visibility, the direction of travel is maintained by keeping the compass constantly in front, with the needle released;
- You can sometimes choose as intermediate landmarks the silhouettes of planimetric details visible ahead, points that glow in the distance, as well as bright stars (keeping in mind that stars move constantly across the sky and that the azimuth must be checked from time to time);
- When moving through a dense forest, thicket, or fog, when landmarks are not visible, maintain the direction of travel only by compass;
- To bypass obstacles, it is necessary to take into account as much as possible the obstacles existing on the route (small lakes, swamps, deep ravines) and to choose the direction of the route segments in such a way as to avoid bypassing obstacles during movement;
- When bypassing obstacles, you may deviate from the route and lose your bearings;
- In a survival situation, natural obstacles may be encountered along the travel route.

- **FREQUENT ERRORS are emphasized** that must be identified and corrected
  - exclusive focus on the compass;
  - ignoring the terrain;
  - lack of re-evaluation.

8.6

EXERCISE SHEET 8.6.
ESSENTIAL SKILLS FOR SURVIVAL – FIRST AID

GENERAL OBJECTIVE – professionals will be able to **teach, explain and evaluate first aid competence in survival situations**, with emphasis on **prioritizing life, safety and decisions under pressure**.

SPECIFIC OBJECTIVES – At the end of the exercise, professionals will be able to:

- explain the ABC principles *(Airway – Breathing – Circulation);*
- maintain the ABC order in the actions taken;
- demonstrate rapid assessment and intervention in a simulated scenario;
- correct the trainees' frequent mistakes and their emotional impulses;
- verbalize critical decisions and the related reasoning;
- adapt the training to variable resources and conditions.

- **The session opens –** *„First aid in survival is a **critical decision-making skill** directly linked to **life-prioritizing measures**. Therefore, the main rule that applies is that whatever could kill the fastest is treated with priority.*
  ***First aid** (including self-aid) consists of all urgent measures taken at the scene of an accident (injury), in the absence of medical personnel.*
  *The difference from classic first aid is that interventions are performed **without equipment**, **with limited resources**, **under stressful conditions**, and specialized help may be delayed or may not arrive at all. The objective of survival first aid **is not healing**, but:*
  - *maintaining vital functions;*
  - *preventing the worsening of injuries;*
  - *preserving the ability to move and make decisions;*
  - *gaining time until evacuation or rescue.*

  *The trainees' perspective shifts from "doing everything possible" to **"doing only what is necessary and safe,"** because excessive interventions, wrong improvisations, or ignoring one's own safety can turn the rescuer into a second victim. In survival, first aid does not mean doing more, but doing **correctly, safely, and on time**.*

YOU MUST have knowledge of how to intervene until the ambulance arrives, in order to save a person's life!

By knowing and correctly applying first aid procedures (including self-aid), you can save your own life and that of your comrades, and you can avoid the occurrence of serious complications or the onset of disabilities.

Act according to the principles:
- ***"First, do no harm, and then help!"***
- ***"Do not panic and act calmly!"***

*In this section, first aid is taught as an integral part of **risk management,** and any intervention is analyzed through three filters:*
- *rescuer safety;*
- *real benefit for the victim;*
- *cost in energy, resources, and time.*

*So, we will learn **first aid techniques with an emphasis on reasoning and decision-making.**"*

- **The BASIC PRINCIPLES of providing first aid measures are summarized**

THE ABC OF LIFE	– **A – Airway (UPPER AIRWAYS) -** opening the airways, preventing choking; – **B – Breathing (RESPIRATION) -** assessing breathing, assisting if necessary; – **C – Circulation (CIRCULATION) -** controlling severe bleeding, shock.
PRIORITIZING RISKS	– massive bleeding - fractures - minor wounds; – limited resources - effective and rapid interventions.
SAFETY	– protective equipment; – avoiding direct contact with blood; – simulated interventions before real ones.

APPLICATIVE, DECISION-MAKING EXERCISES

EXERCISE 1 – ABC SCENARIO

PURPOSE – professionals will be able to:

- teach ABC assessment as a decision-making filter;
- prioritize critical interventions in the absence of resources;
- correct emotional reactions and unnecessary interventions;
- explain to the trainees *why* some actions are not taken.

- **The session opens -** *"In this exercise we are not testing how well you know first aid techniques, but rather we are checking **how you make decisions when there is no comfortable solution**. You will have two casualties at the same time, limited resources and time pressure. Any decision you make will mean **delaying another intervention**. This is an essential aspect of survival and, as professionals, you must be able to explain it without glossing over it. The purpose of the exercise is not to save 'someone', but to **prioritize vital risk correctly**. In survival, we do not intervene in the order we see problems or according to the casualty's emotional reaction, but in the order in which **life is immediately threatened**. In other words, ABC is the order in which you decide whether someone lives or dies in the next few minutes.*
- **The scenario is presented of the exercise and the participants' tasks are established –** *"You are in an isolated area. A member of the group has fallen and is unresponsive. You have no medical equipment. Specialized help is uncertain, time is critical and resources are limited.*
  Your task is to answer my questions simply and directly and to justify every decision by the presumed risk, not by empathy;
  *At the end, we will not discuss who was 'helped more', but **whether the order of your decisions was correct** and whether you could explain this to your trainees without creating confusion or guilt.*
- **A. – AIRWAY (upper airways). A human manikin is used as the casualty and state that the casualty is *unconscious, positioned on their back.* Ask the following questions:**
  - *What is the main risk?*
  - *Do you intervene or not?*
  - *What do you NOT do at this stage?*
  - **Guideline answers**
    - *Main risk – obstruction of the upper airways.*
    - *Decision – check and simple clearing of the upper airways – nose / mouth*
    - *What is NOT done – looking for secondary injuries, unnecessary moving of the casualty.*

  If air does not enter the body, nothing else matters.
- **B – BREATHING. State that the casualty's airways are clear, breathing is shallow and irregular. Ask the following questions:**
  - *Is breathing sufficient for survival?*
  - *What signs are you looking for?*
  - *Do you intervene or monitor?*
  - **Guideline answers**
    - *Breathing is present but ineffective.*
    - *Active monitoring + appropriate positioning.*
    - *Resuscitation is not started unless breathing is absent.*

  Imperfect breathing is better than a wrong intervention.
- **C – CIRCULATION (Blood circulation). It is specified that the victim is breathing but has visible bleeding in the forearm area. The following questions are addressed:**
  - *Is the bleeding an immediate threat?*
  - *What type of control do you apply?*
  - *What do you NOT do?*
  - **Suggested answers**
    - *YES, but it is external, controllable bleeding.*
    - *Direct pressure, minimal improvisation.*
    - *Control is not loosened for other "checks".*

  "Blood that is lost cannot be recovered."
- **FREQUENT ERRORS are emphasized** that must be identified and corrected:
  - *jumping straight to the "most severe" visible injury;*
  - *forgetting one's own safety;*
  - *applying all known techniques;*
  - *losing the ABC order.*

EXERCISE 2 – BLEEDING AND IMMOBILIZATION

GOAL – professionals will be able to:

- teach the correct order of interventions (bleeding before immobilization);
- differentiate between critical and optional interventions;
- correct the urge to "fix everything";
- explain the cost of each action in time, energy, and risk.

- **The exercise opens and it is emphasized –** *"In this exercise we will work with two types of injuries common in survival: an **open bleeding wound** and a **possible fracture**. I draw your attention from the start to an important thing - these two problems **do not have the same priority**, even though both are serious.*
  The goal of the exercise is to show that you know **in what order to intervene** and, above all, **what you can postpone**. And do not forget - **Pain is not a priority criterion - Vital risk is.**
  Throughout the exercise, I will stop you whenever you try:
  - to do more than necessary;
  - to complicate a simple intervention;
  - to treat both injuries simultaneously.

  I ask you to justify every decision you make by answering a simple question - ***"What happens if I do not do this now?"***

  At the end, we will discuss not only the solution you chose, but also **how you would explain this order of interventions to your trainees**, so that they understand that sometimes NOT DOING SOMETHING IMMEDIATELY is the most correct decision.
- **The exercise scenario is presented and the participants' tasks are established –** *"A group member has suffered a deep cut on the arm with active bleeding and a possible fracture of the lower limb following a fall. You are in an isolated area with no immediate access to specialized help. Further movement may be necessary. Decisions must be made in order of life-threatening risk. Each decision must be justified."*
- **Conducting the exercise**

  The exercise is conducted in three stages

  STAGE 1 - BLEEDING CONTROL.
  STAGE 2 – REASSESSMENT.
  STAGE 3 - FRACTURE IMMOBILIZATION.

STAGE 1 – BLEEDING CONTROL - open wound on the arm

- **The concrete situation is presented** - "*The wound is open, bleeding is visible and continuous*" **and the following questions are put to the participants**
  - *What is the immediate risk?*
  - *What intervention is mandatory?*
  - *What do you NOT do at this point?*

  Guidance answers
  - *Main risk - rapid blood loss.*
  - *Intervention - direct pressure, improvised dressing.*
  - *What we do NOT do - extensive cleaning, wound exploration, immobilizing the leg before stopping the bleeding.*

STAGE 2 – REASSESSMENT AFTER BLEEDING CONTROL

- **The situation** *"Bleeding is temporarily controlled"* **is introduced and the following questions are put to the participants**
  - *Is the control stable?*
  - *Does it require adjustments?*
  - *Can we move on to the next priority?*

  Guidance answers
  - *Bleeding is reduced or stopped;*
  - *The dressing is stable;*
  - *We can continue with the leg fracture.*

STAGE 3 – IMMOBILIZATION OF LEG FRACTURE

- **The situation is presented** *"The victim complains of intense pain in the leg, possible deformity, inability to bear weight"* **and the following questions are put to the participants**
  - *Why do we immobilize the leg?*
  - *What level of immobilization is sufficient?*
  - *What do we NOT do?*

  Guidance answers
  - *preventing worsening of the injury;*
  - *simple, functional immobilization;*
  - *do not attempt to "realign" fractured bones.*
- **COMMON ERRORS** that must be identified and corrected are emphasized:
  - *immobilization before stopping the bleeding;*
  - *complicated dressings;*
  - *excessive handling of the fractured limb;*
  - *ignoring the victim's pain and stress.*

Control what kills. Stabilize what hurts. Do not complicate what works.

EXERCISE SHEET 9. – ESSENTIAL SURVIVAL SKILLS
INTEGRATED SIMULATION

GENERAL OBJECTIVE– professionals will be able to **integrate and convey the necessary information for developing essential skills**, manage complex scenarios, and evaluate learners' decisions.

- **The exercise scenario is being transmitted –** *"The group of trainees is in a mountainous/forested area, with limited visibility, cold and humidity. You have the equipment required for the existing conditions, but resources are limited, and moving around carries a risk of minor accidents. Your task is to coordinate and observe the application of **all 6 skills** in real or simulated decisions, for survival – 48h. The focus must be on **reasoning, prioritization of actions, and constructive correction**."*
- **Participants are divided into teams and apply the skills they have acquired, under supervision.**

PHASE 1 – SITUATION ASSESSMENT – Assessment of existing risks **–** weather, terrain, possible accidents.
Following this stage, **decisions are made regarding the prioritization of needs**.

SKILLS INVOLVED – ORIENTATION, FIRST AID, SHELTER
DECISIONS MONITORED – choosing a safe area / location; – reducing unnecessary movement; – identifying immediate risks.
POSITIVE INDICATOR – the group stops, analyzes, does not act impulsively.

	OBSERVATIONS	**INTERPRETATION**
1. ENVIRONMENTAL ANALYSIS – operational context	– reduced visibility (fog, dense vegetation); – low temperature and high humidity; – varied terrain, with risk of slipping and falling; – movement involves a risk of minor injury.	– The environment requires **reducing unnecessary movement** and **prioritizing stability** over exploration. – Any decision to move must be justified by a clear benefit.
Under the scenario conditions, every extra step increases risk. We do not move because we can, but because we must.		
2. ASSESSMENT OF AVAILABLE RESOURCES	– equipment suitable for cold and damp; – limited food and water; – good physical capacity, but subject to exhaustion; – estimated survival time - 48h.	– Resources allow survival, but not comfort. – The focus must be on **energy management**, not optimization.
Positive indicators to monitor – participants conserve resources and avoid low-yield activities.		
3. RISK ASSESSMENT	– hypothermia; – minor injuries from movement; – physical exhaustion; – decision errors under stress.	– Risks are cumulative. – A minor accident can escalate quickly in the absence of first aid, shelter, or energy.
We do not look for the obvious danger. We look for the one that matters.		

PRIORITIZATION OF ACTIONS – reasoning model

Basic principle – In survival, actions are prioritized **based on their impact on life, the speed at which the risk manifests, and the cost in resources.** We prioritize what is or can become dangerous/risky the fastest.

ACTION		JUSTIFICATION / RATIONALE	
SAFETY AND PROTECTION	Location, shelter, exposure	– the risk is **immediate and continuous**; – the cost of later correction is high; – prevention consumes few resources.	– Any later intervention is useless if the group remains exposed to an active hazard – falling rocks, unstable trees, landslides, direct exposure to wind and moisture.
THERMAL STABILITY	Shelter, fire, insulation, equipment	– cumulative and progressive effect; – direct impact on decision-making ability; – fire and shelter provide multiple simultaneous benefits.	– Cold and moisture lead to accelerated energy loss, impair judgment, and increase the risk of injury. – Hypothermia sets in before dehydration or hunger.
WATER	Identification and management	– lack of water degrades performance within 24–48h; – consuming food without water worsens the situation; – identifying the source does not involve risky travel.	– Dehydration quickly affects cognitive and physical functions. – Water is also needed for processing food and maintaining body temperature.
ORIENTATION AND PLANNING	No impulsive movement	– information precedes action; – impulsive movement consumes energy; – losing orientation worsens all other risks.	– Traveling in limited visibility and difficult terrain increases the risk of injury. – Orientation enables informed decision-making – do we stay put or move?.
FOOD	Only if the cost is justified	– energy gain / risk analysis; – can be managed by rationing what we have.	– Hunger is uncomfortable but not lethal in the short term. – Obtaining food often involves high energy expenditure and biological risks.
MEDICAL MONITORING	Minor injuries	– prevention reduces the need for intervention; – treatments are simple, maintenance-type; – monitoring is continuous, permanent, not occasional.	– Minor injuries are likely but can be prevented through the above decisions. – First aid becomes a priority **only when the injury occurs**, not preventively.

PHASE 2 – SHELTER AND THERMAL STABILITY

SKILLS INVOLVED	DECISIONS PURSUED
SHELTER, ***FIRE,*** ***ENERGY MANAGEMENT***	– Choosing a safe location and the right type of shelter, sufficient, not "perfect".; – The level of effort accepted; – Prioritizing protection against wind, cold, and moisture. – Preparing the fire and clearly justifying the ignition of the fire. – Maintaining and controlling the fire. – safety and energy efficiency.

PHASE 3 – WATER

SKILLS INVOLVED	DECISIONS PURSUED
ORIENTATION, ***WATER,*** ***FIRE***	– Identifying possible sources; – Collecting and purifying water; – Choosing the method to make it drinkable – adequate filtration / boiling; – Prioritizing over food; – Rational consumption.

PHASE 4 – ORIENTATION AND PLANNING

SKILLS INVOLVED	DECISIONS PURSUED
ORIENTATION, ***ENERGY MANAGEMENT***	– Prudent movement decisions; – Limiting movement - Staying in place or moving; – Planning for 48h; – Establishing reference points; – Establishing the correct direction using the compass, the sun, or natural landmarks.

PHASE 5 – FOOD

SKILLS INVOLVED	DECISIONS PURSUED
FOOD, ***FIRE,*** ***WATER***	– Evaluating available sources; – Prioritizing consumption; – Resource conservation. – Managing initial resources; – Preventing food risk - applying the safety rule.

PHASE 6 – FIRST AIDER AND PREVENTION

SKILLS INVOLVED	FOLLOW-UP DECISIONS
FIRST AIDER, ***ENERGY MANAGEMENT***	– Accident prevention; – Prioritizing interventions; – Simple treatment of minor accidents; – Continuous monitoring.

SUMMARY OF INTEGRATED ACTIONS OF THE 6 SKILLS

SKILL	DECISION IN SIMULATION	WHAT IS EVALUATED	
ORIENTATION	Deployment decision	✓ Reasoning	✓ Decisions are logically justified. ✓ Priorities are maintained over time. ✓ Verbalizing reasoning – explaining each action. ✓ The group avoids exhaustion. ✓ Avoiding unnecessary risks ✓ Corrections are constructive, not directive.
SHELTER	Protection / Effort for building	✓ Efficiency	
FIRE	Stability,	✓ Safety	
WATER	Drinking water	✓ Prioritization	
FOOD	Rationalization / selection	✓ Impulse control	
FIRST AID	Prevention	✓ Leadership	

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MODULE I – PARTICULARITIES OF SURVIVAL IN CRISIS SITUATIONS DETERMINED BY ENVIRONMENT OR MAJOR ACCIDENTS

- ✓ Management of natural disasters – earthquake, storm, tornado, drought, landslides, fires, floods, drought, heatwave, extreme cold.
- ✓ Management of accidents in crisis situations - road, air, rail, maritime, industrial, without electricity, animal attacks.
- ✓ Survival in the aquatic environment and rescue operation.
- ✓ Survival in crisis situations in mountain and urban environments – Using climbing techniques.



MAP OF THE INTEGRATED SURVIVAL COURSE
LOCATION OF MODULE 1 – *THE PARTICULARITIES OF SURVIVAL IN CRISIS SITUATIONS CAUSED BY THE ENVIRONMENT OR MAJOR ACCIDENTS*



MODULE 1 aims to operationalize the theoretical foundations of survival in concrete crisis contexts generated by natural factors or major accidents.

If the Module on the foundations of survival built the general conceptual framework – understanding risk, vulnerabilities, and the basic principles of survival – **Module 1 translates these principles into practical measures of physical protection and adaptation, focusing on situations with immediate impact on life and physical integrity.**

At the same time, **Module 1 creates the transition bridge to the following modules**, especially to Module 2 (armed conflicts and wars), where risks are no longer exclusively natural, but deliberate and social. The planning, reaction and protection skills developed here are revisited and adapted in the context of human, economic and political insecurity in Modules 3, 4 and 5.

Through its position in the integrated course map, **Module 1 reinforces the idea of continuity of survival,** demonstrating that adaptation begins with managing immediate risks and progressively evolves towards economic, social and psychological resilience, addressed in the subsequent modules.



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INTRODUCTION

In this module, professionals delve into the complexity and specificity of intervention in crisis situations caused by natural disasters.

THE MODULE COVERS FOUR ESSENTIAL AREAS

1. **NATURAL DISASTER MANAGEMENT** – **Earthquakes, fires, floods, storms, tornadoes, droughts, landslides, heatwaves, and extreme cold –** situations that test responsible structures, infrastructure, and the human psyche, in which the professional instructor must know how to explain the mechanisms of these phenomena, how risks are anticipated, and how life-saving tactics, techniques, and procedures, simple and effective, are conveyed.

2. **MANAGEMENT OF ACCIDENTS IN CRISIS SITUATIONS** – **Road, air, rail, maritime, industrial accidents, power outages, animal attacks** – which involve different procedures, strict rules, and advanced coordination capacity, in which the professional instructor has the role of clarifying action protocols, training appropriate responses, and developing the critical thinking necessary for rapid decision-making.

3. **SURVIVAL IN AQUATIC ENVIRONMENTS** – Situations in the aquatic environment require specialized knowledge, high emotional control, and precise technical skills. The professional instructor must be able to demonstrate and explain methods of **buoyancy, energy conservation, self-rescue.**

4. **SURVIVAL IN MOUNTAIN AND URBAN ENVIRONMENTS – MOUNTAINEERING TECHNIQUES** – Mountain and urban environments can become extremely hostile in crisis situations. In these situations, the professional instructor must know the basics of moving through difficult terrain, orientation techniques, improvising shelters, and using mountaineering procedures for evacuation or self-rescue.

THE GENERAL OBJECTIVE OF MODULE 1 is to prepare professionals to effectively teach survival in crisis situations caused by natural disasters, applying adapted, action-oriented pedagogical methods focused on safety and rapid response. Module 1 thus has a dual objective – developing the technical skills of professional instructors – knowledge of risks, tactics, techniques, and survival procedures, and developing the pedagogical skills specific to crisis training – clarity, simplicity, structuring, practical drills, emotional regulation. In disaster situations, more than anywhere else, the way information is taught can save lives. **The professional instructor becomes not only a specialist but also a role model, an emotional stabilizer, and a guide for effective action**.

THE ROLE OF THE PROFESSIONAL INSTRUCTOR IN THIS MODULE

This module aims not only to convey information but to train professionals capable of teaching effectively, coherently, and adaptively in potentially destabilizing scenarios. Thus, they must turn theoretical risks into concrete, easy-to-apply procedures, practice rapid decision-making with participants under simulated stress conditions. They must also visually and practically demonstrate essential techniques, manage trainees' emotions and reactions during simulations, and develop trainees' autonomy for resource-scarce situations.

THE IMPLEMENTATION PLAN OF MODULE 1

PARTICULARITIES OF SURVIVAL IN CRISIS SITUATIONS CAUSED BY ENVIRONMENT OR MAJOR ACCIDENTS

1. LEVEL – course for professionals .

2. PARTICIPANTS – **professionals** from different crisis-related fields.

3. GENERAL OBJECTIVE – **professionals** will develop the skills to teach survival in extreme contexts generated by natural disasters, will know how to teach the rules of action before, during, and after natural disasters, accidents, aquatic environments, and mountain areas, and will use effective pedagogical methods to prepare trainees to react correctly under pressure.

4. SPECIFIC OBJECTIVES – By the end, professionals will be able to:

- Explain the **main types of natural disasters and their risk factors**.
- To correctly present **warning signals** specific to natural disasters, **immediate actions** – *"what you do in the first 30 seconds + the first 5 minutes"* and the generic way to act in the event of a natural disaster.
- To explain **the impact of the environment on survival** – weather forecast, wind, heat, cold, water, rain, storm, unstable terrain.
- To correctly convey **standardized procedures** regarding actions carried out in crisis situations caused by natural disasters or major accidents – "*before – during – after the event*".
- To demonstrate **interactive teaching methods** for crisis situations.
- To apply **scenarios and simulations** to strengthen trainees' skills.

5. TARGETED COMPETENCIES

- The ability to structure and convey critical survival-related information.
- Leadership and communication skills under pressure.
- The ability to manage groups in stressful/chaotic contexts.
- Adapting teaching methods to adults.
- Facilitating scenarios and simulations.
- Providing constructive feedback.

6. RESOURCES

- Worksheets with standard operating procedures for natural disasters.
- Evaluation sheets.
- Observation grids.
- Audio alarm – optional.
- Markers + flipchart.
- Simulation materials – fire extinguisher, objects for obstacles, barrier tape.
- Local map.
- Computer, projector, screen.

7. STRUCTURE

STAGE 1 – INTRODUCTION – Presentation of objectives and group activation.

STAGE 2 – DELIVERY OF INFORMATION / EXPLANATION OF TEACHING CONTENT

SECTION 1 – NATURAL DISASTER MANAGEMENT – *EARTHQUAKES, STORMS, TORNADOES, DROUGHTS, LANDSLIDES, AVALANCHES, FIRES, FLOODS, HEATWAVES, EXTREME COLD.*

TEACHING CONTENT – *what is explained to professionals*

- **The importance of quick reaction** – What you do in the first 30 seconds.
- **Likely timing and environmental factors** – the impact on survival in crisis situations.
- **The generic way to act when a disaster occurs.**
- **Specifics regarding action depending on the natural disaster** –*before the disaster, during the disaster, after the disaster occurs.*

TEACHING METHODS USED

- Signal demonstration
- Flipchart analysis – *"What do we do / what do we NOT do?"*
- Visual demonstration with explanations.
- Teamwork – Role play.
- Short simulations with limited time – Scenario → Action → Reflection → Correction → Repetition / decision, action, and behavioral correction.

SECTION 2 – MANAGING ACCIDENTS IN CRISIS SITUATIONS – *ROAD, AIR, RAIL, WATER/MARITIME, INDUSTRIAL, POWER OUTAGES, ANIMAL ATTACKS*

DIDACTIC CONTENT – ***what is taught to professionals***

- Accident management – road, air, rail, water/maritime, industrial, power outages, animal attacks.

- Recognizing secondary risks – fire, explosion, contamination.
- Rapid victim assessment, triage techniques, and basic first aid.
- Securing the area.

TEACHING METHODS USED

- Debate on a given scenario – develops the ability to justify decisions.
- Decision-making simulation – reproduces the dynamics of the crisis, decision management, communication, and coordination.
- Case study – professionals identify solutions and *how they would teach the case to trainees*.

SECTION 3 – SURVIVAL IN MOUNTAIN AND URBAN ENVIRONMENTS – *USING CLIMBING TECHNIQUES*

DIDACTIC CONTENT – *what is explained to professionals*

- Teaching basic and safety techniques.
- Explaining altitude risks.
- Using specific equipment **–** cord, harness, carabiners.
- Mountain environment hazards – avalanches, hypothermia, losing the trail.
- Techniques – basic knots, setting up an improvised shelter, navigation.
- Terrain assessment **–** unstable rock, steep slopes.
- Evacuation routes, safe points in urban environments.
- Urban environment hazards – collapses, power lines, falling objects.
- Useful equipment – flashlight, gloves, dust mask.
- Climbing techniques – controlled descent, team belaying, evacuating a victim in difficult terrain.

TEACHING METHODS USED

- Step-by-step practical demonstration.
- Teamwork.
- Risk analysis – photos of mountain trails.
- Urban simulation – *"Evacuation from a damaged building."*

STAGE 3 – CONSOLIDATION AND ASSESSMENT

- Assessment sheets
- Observation grids

STAGE 1 – INTRODUCTION

PRESENTING THE OBJECTIVES AND ACTIVATING THE GROUP

Natural disasters represent some of the most complex and unpredictable crisis situations that an individual or a community can face. Earthquakes, storms, hurricanes, tornadoes, landslides, wildfires, floods, prolonged droughts, heatwaves, or extreme cold produce sudden changes in the physical environment, alter people's ability to make decisions, and test the physiological and psychological limits of survival.

For professional instructors, the major challenge is not just knowing these phenomena, but being able to structure the information so that trainees quickly turn it into effective actions.

> A **natural disaster** is an event of natural origin that causes significant loss of life, material damage, and severe disruption to the functioning of communities.

THE ESSENTIAL DIFFERENCES BETWEEN TYPES OF NATURAL DISASTERS are given by:

SPEED OF ONSET	– some produce immediate effects (earthquakes, storms, tornadoes, fires), while others evolve progressively (landslides, drought, heatwaves),
AREA OF IMPACT	– varies in scale and duration, from local destruction to widespread impact on infrastructure and population,
DURATION OF EFFECTS	– some disasters produce short-term and immediate consequences (earthquakes, fires, storms), while others generate prolonged effects that affect communities over extended periods (drought, heatwaves, extensive floods).
PREDICTABILITY / POSSIBILITY OF EARLY WARNING	– certain phenomena can be anticipated and managed through early warning (storms, floods), while others occur suddenly, with minimal reaction time.
Understanding these differences is essential for adopting correct survival behaviors and for formulating clear messages to the public.	

Natural disasters occur rapidly, affect multiple systems simultaneously, and place extreme pressure on people's ability to react coherently. **The professional instructor must prepare trainees for one essential thing – action in the first seconds and minutes, which determine survival.**

Before, during, and after a disaster, the environment has a direct impact on survival chances – infrastructure degrades, visibility decreases, psychological balance is altered, and resources become limited. Therefore, the professional instructor **helps trainees understand how the environment affects the body, decisions, and the group,** from the likely time during a vegetation fire, to ground movement in an earthquake, to wind force in storms, or to the secondary risks of floods and fires.

LIKELY TIME AND ENVIRONMENTAL FACTORS – IMPACT ON SURVIVAL

The environment influences **visibility, access to resources, evacuation routes, and the safety of shelters**.



Understanding weather forecasting clues and knowing the terrain allow for rigorous planning of activities, directly contributing to increased safety levels and chances of survival.

Exposure to severe weather during travel can generate major risks, as weather conditions are much more variable and localized than the general climate. Thus, there can be significant differences in weather even between nearby areas or localities.

Before setting out on the road, it is recommended to:

- consult the updated weather bulletin;
- observe the direction and intensity of the wind, as well as variations in atmospheric pressure;
- monitor and note the evolution of the weather, comparing previous conditions with ongoing changes.

THE WIND – is a physical phenomenon manifested as **a directed circulation of air in the Earth's atmosphere.** Because temperature and air pressure do not have the same values across the entire surface of the Earth, air movements occur. Air moves from regions with higher atmospheric pressure to those with lower pressure – this is how winds are formed.		
CHARACTERISTICS	– the direction from which the wind blows and the wind speed, expressed in m/s.	
WIND STRENGTH	**BREEZE**	– The breeze blows during the day from water to land, and at night in the opposite direction. Strength between 2-5.
	STRONG WINDS	– Strength between 6-8.
	STORMS	– Strength 9.
	THE TYPHOON	– Strength 12.

IT IS RECOMMENDED TO REMEMBER THE DIRECTION OF WINDS THAT HELP IN SURVIVAL!



- Wind blowing from a certain direction will always bring the same weather.
- As long as a strong, dry wind blows, the weather remains unchanged;
- When the wind stops or changes direction, it might rain.
- If there is fog, dew may appear, but not rain.
- Light wind and clear sky mean good weather.
- A strong intensification of the wind on a fine day will be followed by a change in the weather.
- A strong North wind during fine weather, as well as a strong South wind during bad weather, rain or snow, shows that the weather is not changing.
- If the wind stops suddenly and calm sets in – a storm follows.

Also, CLOUDS and knowing them are the surest signs in survival for predicting the weather.
Thus, the higher the clouds, the finer the weather will be.

THE BEHAVIOR OF ANIMALS AND PLANTS can be used for short-term weather forecasting, as they are sensitive to changes in atmospheric pressure.

FAIR WEATHER

– Insectivorous birds rise and hunt at higher altitudes;
– Animals graze peacefully or run (frolic);
– Flocks of sheep and cattle graze peacefully;
– Eagles soar at high altitude;
– Mice and rats stay outside their burrows;
– Snakes and lizards bask in the sun on rocks;
– Bees and ants are in full activity;
– Clover bends its stem and folds its leaves;
– Cowslip opens its leaves and flowers;
– In the evening, the grass is covered with dew.



BAD WEATHER

– Animals show signs of nervousness;
– Flocks of sheep and cattle return to the stables or take shelter;
– Cows huddle close together;
– Dogs leave the flock;
– Mice and rats go into shelter;
– Ravens and crows gather in flocks, caw and fly perpendicular to the direction of the expected storm;
– Swallows and house martins fly close to the ground;
– Fish jump above the water surface, frogs come ashore and croak loudly.
– Bees stay in the hive;
– Mosquitoes and flies bite insistently;
– Clover raises its stem and opens up;
– Cowslip closes its leaves and flowers;
– The grass is covered with morning dew, even if the sky was overcast.



BASIC PRINCIPLES FOR SURVIVAL

In the case of **EARTHQUAKES**	– **The sequence – PROTECTION → EVACUATION → REACTION TO AFTERSHOCKS.** – Immediate protection reduces the risk of injury, evacuation is done only after the seismic motion stops, and reaction to aftershocks requires maintaining vigilance and avoiding returning to damaged buildings.
In the situation of **STORMS** and **TORNADOES**	– **Taking shelter in a fixed, solid space with protected windows, adopting a low position, away from projected objects.**
FLOODS	– Require **assessing the water level, avoiding currents, and moving to high points.**
VEGETATION FIRES	– Require **maintaining breathable air at ground level, protecting the respiratory tract, and moving in the opposite direction of the wind.**
LANDSLIDES	– **Lateral evacuation**, never up or down the slope.
For EXTREME HEAT	– Protection measures through **hydration** and **avoiding sun exposure**, **moving to cool spaces**, and **providing first aid** in case of heatstroke
In the situation of **EXTREME COLD**	– Protection through appropriate **clothing, moving to heated spaces, and rapid intervention in case of hypothermia**.

Additionally, professional instructors must know the **alert levels**, as well as the acoustic and visual signals used to warn the population.
Therefore, training always begins with **recognizing alert signals** – acoustic alarms, official notifications, early warning systems – and with clearly defining immediate behaviors – what you do when the warning system activates and what you must NOT do.

MEANING OF THE ACOUSTIC ALARM SIGNALS FOR THE POPULATION

The acoustic signals for alerting the population are meant to **quickly warn of an imminent danger** and to trigger immediate protective measures. **Knowing the meaning of each signal is essential** for correct reactions and for reducing risks to life and property. The following table presents the types of acoustic signals and their meanings.

	SITUATION	DURATION	MEANING
	AIR RAID ALARM	✓ **15 sounds of 4 (2*) seconds each, with a 4 (2) second pause between them.**	– Warning the population about the imminent danger of the target/locality being hit.
	DISASTER ALARM	✓ **5 sounds of 16 (8*) seconds each, with a 10 (5) second pause between them.**	– Warning the population about the danger posed by natural disasters.
	AIR RAID PRE-ALARM	✓ **3 sounds of 32 (16*) seconds each, with a 12 (6) second pause between them.**	– Pre-warning the population about the imminent danger of the target/locality being hit.
	END OF ALARM	✓ **A continuous sound, of the same intensity, lasting 2 (1*) minutes.**	– Notifying the population that the danger has passed.

**For compressed air sirens*

MEANING OF COLORS IN WEATHER WARNINGS

Weather warnings are transmitted **through a standardized color system**, which indicates the severity level of the forecast phenomena. Correctly understanding the meaning of each color allows for rapid risk assessment and the adoption of appropriate prevention and protection measures. The following table shows the correspondence between colors and the level of meteorological danger.

RED CODE	– Weather phenomena forecast to be **dangerous, with a very high degree of intensity** (wind, heavy rain, lightning, hail, heatwave, frost) and with disastrous effects, risk of major floods. – Weather bulletins are issued twice a day (in the morning and at noon) and explain atmospheric phenomena.
ORANGE CODE	– Weather phenomena forecast to be **dangerous, with a high degree of intensity** (wind, heavy rain, lightning, hail, heatwave, frost), risk of flooding also on small rivers.
YELLOW CODE	– Forecast weather phenomena (showers, lightning, wind intensifications, high temperatures) usual for the area, but which may temporarily become dangerous, risk of increased flows and levels.
GREEN CODE	– No dangerous weather phenomena are forecast. – The green code does not imply fine weather or the absence of hazardous weather phenomena.

MEANING OF THE COLORS IN HYDROLOGICAL WARNINGS

The colors in hydrological warnings represent a standardized risk communication system, designed to facilitate quick and appropriate reactions. Each color indicates a specific level of danger and requires corresponding behavior from the public and authorities. Correctly understanding these warnings allows timely adoption of prevention and protection measures, essential for survival in crisis situations.

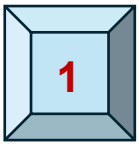
YELLOW CODE	– Risk of flash floods or rapid water level rises not leading to significant damage. – Exceeding the **ATTENTION LEVEL.**
ORANGE CODE	– Risk of floods generating significant overflows, likely to have a major impact on community life and the safety of property and people. – Exceeding the **FLOOD LEVEL.**
RED CODE	– Risk of major floods. Direct and widespread threat to the safety of people and property. – Exceeding the **DANGER LEVEL.**

IMMEDIATE MEASURES TO FOLLOW WHEN THE WARNING SYSTEM IS ACTIVATED

Activation of the warning system requires the immediate implementation of general, essential measures designed to reduce risks and ensure the protection of life. The table below presents these basic actions and summarizes the recommended behaviors that must be applied immediately, regardless of the type of event reported.

	**1. Knowing the alarm signals** transmitted through the alarm system – becoming familiar in advance with the types of alarm signals and their meaning, so that you recognize them immediately when they are transmitted.
	**2. Staying calm –** by controlling your breathing, avoiding impulsive reactions, and focusing on applying known measures step by step.
	**3. Staying informed –** following official warning and information sources – weather bulletins, advice from the competent authorities, to prepare and stay safe in an emergency.
	**4. Notifying local authorities** about important events, such as fires, floods, landslides, major accidents, heavy snowfall, etc.
	**5.** Ensuring a **stock of supplies** large enough to help you survive for several days. **6.** Preparing the survival kit, in case evacuation measures are applied to other localities **– food reserves, medicines, clothing, important documents.** **7. Ensuring and keeping at hand**: – water (in plastic containers or canisters); – food (in canned or sealed packages); – medicines needed by family members + first aid kit; – blankets, sleeping bags, candles, flashlights, portable radio receiver; – identity documents.





WORKSHEET STAGE 1 – INTRODUCTION – PRESENTATION OF OBJECTIVES AND GROUP ACTIVATION

CASE STUDY, GUIDED DEBATE, PROBLEMATIZATION AND BEHAVIORAL ANALYSIS, DIRECTED DISCUSSION

LEVEL – Professionals

PURPOSE – Developing the ability to explain, structure, and facilitate the learning of introductory content on natural disasters, using active teaching methods and group activation techniques.

SPECIFIC OBJECTIVES – By the end of the session, professionals will be able to:

- correctly define the concept of natural disaster;
- distinguish the essential differences between the main types of natural disasters;
- explain the correct sequence of survival actions for each type of phenomenon;
- use group activation methods appropriate for an introductory session;
- formulate effective questions to stimulate learner participation.

TEACHING METHODS USED

- Case study – connects theory with immediate reality;
- Guided debate – leverages prior experience and increases engagement;
- Problematization – stimulates critical thinking and attention;
- Directed discussion – clarifies and consolidates concepts.

ACTIVITY DEVELOPMENT – This introductory stage has, first of all, a formative role and, secondarily, an informative role. It prepares instructors to think, react, and make correct decisions in crisis situations.

STEP 1 – GROUP ACTIVATION – Activating prior knowledge and creating a framework of trust and active participation.

- **Open questions are asked**, without immediately correcting the answers.
- **Main ideas are written on the flipchart** / board and used later in the discussion.

QUESTIONS	POSSIBLE ANSWERS
– ***"What does survival in a crisis mean?"***	– *Protecting one's own life*; – *Staying calm*; – *Getting accurate information*; – *Helping the vulnerable*; – *Finding a safe shelter.*
– ***"What are the top 3 priorities in the first minutes?"***	– ***Self-protection*** *– ensuring your own safety by moving away from immediate dangers (collapses, fire, water, electricity);* – ***Staying calm and controlling reactions*** *– managing personal panic in order to make rational decisions and avoid dangerous or impulsive behaviors;* – ***Rapid assessment of the situation and the environment****, observing risks, vulnerable people around you, and the possibilities for safe evacuation or shelter.*

STEP 2 – CASE STUDY

- **The following scenario is presented** – *"It is 10:30 in the morning. A high-intensity earthquake occurs in a medium-sized city. The seismic motion lasts approximately 30 seconds. The power supply is interrupted. After 5 minutes, a weaker aftershock occurs. Some of the buildings show damage."*
- **Participants are divided into small groups of 3–4 people with the following tasks to solve:**
  - *Identifying immediate risks.*
  - *Listing the correct actions taken in the first 10 minutes.*
  - *Pointing out wrong actions frequently observed in such situations.*
  - *Formulating two messages, valid for a similar scenario, that an instructor should convey to trainees.*
- **POSSIBLE GUIDELINE ANSWERS**

IMMEDIATE RISKS	– *Falling objects.* – *Partial building collapses.* – *Panic and stampedes.* – *Aftershocks.*	– **It is concluded and the difference between *"what the population knows"* and *"what they actually do"* is emphasized, with focus on the role of the professional instructor in reducing panic.**
CORRECT ACTIONS TAKEN IN THE FIRST 10 MINUTES	– *Protection under solid elements.* – *Evacuation only after the earthquake stops.* – *Moving away from damaged buildings.* – *Paying attention to aftershocks.*	
WRONG ACTIONS, FREQUENTLY OBSERVED	– *Running during the earthquake.* – *Using the elevator.* – *Returning to affected buildings.* – *Spreading unverified information.*	
MESSAGES	– *"Protect yourself first, then evacuate in an orderly manner."* – *"The aftershock can be just as dangerous as the initial earthquake."*	

GUIDELINE EXAMPLE

"From the analysis of the situation, we observe that, although most people theoretically know the basic survival rules, in the actual moment of a disaster, behavior is often different. Panic, lack of clear information, and rapid emotional reactions lead to wrong decisions, even among informed people.
Your role as instructors is essential in reducing this gap, by simplifying messages, constantly repeating key rules, and training correct reactions before a crisis occurs. To be effective, do not just convey information, but create behavioral automatisms that help people stay calm and act correctly when pressure is at its peak.

STEP 3 – GUIDED DEBATE – aimed at activating participants' previous experience and identifying the actual level of knowledge regarding local risks, with an emphasis on adapting the message to the real context.

- **The question is asked –** *"What is the most likely natural disaster in your area and what does the population already know about it?"* **and the rules of the exercise are explained:**
  - *all answers are accepted;*
  - *no corrections are made on the spot;*
  - *the quantity of ideas is sought, not their initial quality.*
- **Participants answer** individually, and **ideas are written on a flipchart** / board, in two columns:

LIKELY NATURAL DISASTER IN OUR AREA	WHAT THE POPULATION KNOWS / BELIEVES
FLOODS	– *"people think that shallow water is not dangerous"*
HEATWAVE	– *"it is perceived as discomfort, not as a major risk"*
LANDSLIDES	– *"warning signs are ignored"*
EARTHQUAKES	– *"there is theoretical information, but without practical exercise"*

- **The discussion is supported and clarifications are made on the didactic content and guidance for participants**
  - **The difference is highlighted** between *"what the population thinks it knows"* and *"what they should actually do".*
  - It is emphasized that **survival messages must:**
    - be adapted to the local risk;
    - be formulated simply and repetitively;
    - be correlated with people's emotional reactions.
  - **An integrated task is assigned**

  "Each of you chooses a disaster and formulates:
    - *a survival message adapted to the area;*
    - *an activation question for participants;*
    - *a common mistake that must be corrected through teaching".*

GUIDING EXAMPLES

	ACTIVATION QUESTIONS	COMMON MISTAKES	MESSAGE
FLOODS	***"Would you cross a street covered with water? Why?"***	*underestimating the force of the current and the depth of the water.*	*"Moving water, even shallow, can knock you down."*
EARTHQUAKE	***"Where would you take shelter if an earthquake occurred right now?"***	*Running outside during the seismic motion.*	*"Protect yourself in place, evacuate only after the earthquake stops."*
NATURAL FIRE (VEGETATION)	***"What do you do if smoke reduces your visibility almost completely?"***	*Moving in the direction of the fire or the wind.*	*"Breathe at ground level and walk opposite the direction of the wind."*

HEATWAVE	***"What are the first signs of heatstroke?"***	*Treating the heatwave as minor discomfort, not as a life-threatening risk*	*"Hydration and shade are essential for life."*
EXTREME COLD	***"What do you do if someone becomes confused due to the cold?"***	*Ignoring the early symptoms of hypothermia.*	*"Body heat must be conserved at all times."*
LANDSLIDES	***"Where would you move if the ground starts to shift?"***	*Moving up or down the slope.*	*"Evacuate sideways, do not go up or down the slope."*
STORM / HURRICANE / TORNADO	***"What is the safest place in a building?"***	*Standing near windows or going outside to observe the phenomenon.*	*"Solid shelter, protected windows, low position."*

STEP 4 – PROBLEMATIZATION AND BEHAVIORAL ANALYSIS – aiming to develop the ability to recognize typical behavioral reactions in crisis situations and to consciously integrate them into the teaching process, to reduce panic and increase the effectiveness of survival messages.

- **Se introduce sesiunea** printr-o afirmație de genul – *„În situații de criză, oamenii nu reacționează așa cum știu, ci așa cum au fost antrenați."*
- This **is** followed by questions for problematization, addressed to the whole group, such as:

QUESTIONS	POSSIBLE ANSWERS
– ***"What most frequently causes panic in the first seconds of a disaster?"***	– Loud and sudden noises;
– ***"What reactions have you observed in adults in such moments?"***	– Lack of control over the situation; – Chaotic behavior of those around;
– ***"Why is known information not correctly applied in real situations?"***	– Information overload; – Fear for family members; – Decision paralysis or the flight response.

- **A conceptual clarification is made and it is explained that, in crisis:**
  - *reactions are **emotional and** not rational;*
  - *panic is **contagious**;*
  - *the ability to **process information is reduced**;*
  - ***people follow the behavior of the majority**, even if it is wrong.*
- **And it emphasizes the difference between *"I know what to do"* – theoretical behavior and *"I do what I have practiced"* – automated behavior.**
- **Participants are asked to answer the following question –** *"How do we adapt teaching to take into account people's real reactions?"*

  Guideline answers:
  - *using short, repetitive messages;*
  - *practicing behaviors, not just explaining them;*
  - *using realistic scenarios;*
  - *reducing technical jargon;*
  - *training reactions under controlled stress conditions.*
- **New practical tasks are assigned for professionals:**
- **Each of them:**
  - *identifies a common human reaction observed in real situations (e.g., panic, decision paralysis, chaotic behavior, lack of cooperation, underestimating risk);*
  - *formulates a short, clear teaching message designed to correct the wrong behavior or prevent the dangerous reaction;*
  - *proposes a practical method to train the correct reaction in order to turn theoretical information into an automatic reaction.*

GUIDELINE EXAMPLES

OBSERVED REACTION	TEACHING MESSAGE	PRACTICAL TRAINING METHOD
PANIC	– *"Breathe, take cover, then act."*	– *Timed simulation, earthquake scenario*
DECISION PARALYSIS	– *"Make the safest decision and apply it immediately."*	– *Role-play with quick decision-making in a flood scenario*
CHAOTIC BEHAVIOR	– *"Stay calm and follow instructions."*	– *Orderly building evacuation drill*
UNDERESTIMATING RISK	– *"Even small risks can be dangerous."*	– *Analysis of a real case with serious consequences, group discussion*
LACK OF COOPERATION	– *"Cooperate for your safety and that of those around you."*	– *Exercise in pairs or small groups, simulating victim rescue*
The professional instructor does not just teach information, but shapes correct reactions.		

- **Each participant presents** *the reaction, message, and proposed method (2–3 minutes each).*
- **The group offers** *feedback and **the** **link** between message, reaction, and method is highlighted.*

STEP 5 – CONCLUSIONS AND CLOSING

- **A discussion is initiated and the following questions are asked**:
  - *What worked best in engaging the group?*
  - *What was difficult to explain?*
  - *How will you adapt this stage as professionals in your courses?*

GUIDELINE ANSWERS AND CONCLUSIONS

"What worked best in engaging the group?"	– *open-ended questions related to personal experience;* – *the realistic, easily recognizable case study;* – *brainstorming, which allowed free expression;* – *working in small groups;* – *concrete examples and local situations.*
Group activation is effective when participants recognize themselves in the situation and feel that their experience matters. *Interactive methods increase engagement and create a climate of trust, essential for learning in the field of survival.*	
"What was difficult to explain?"	– *the difference between what the population knows and what it actually does;* – *emotional reactions and loss of control;* – *the importance of simple, repetitive messages;* – *the need to train behaviors, not just provide information.*
The most difficult to explain are the behavioral aspects, because they are driven by emotions and reflexes, not logic. *The role of the professional instructor is to turn information into practical reaction, through exercise and repetition.*	
"How will you adapt this stage as instructors in your courses?"	– *adapting examples to local risks;* – *simplifying language for the target audience;* – *reducing theory in favor of practical exercises;* – *using case studies more frequently;* – *adjusting the duration according to the learners' level.*
The introduction must be flexible, contextualized, and oriented toward the target audience, in order to produce real learning and safe behaviors.	
Survival depends not only on what we know but on how well we have trained our reactions.	

STAGE 2 – TRANSMITTING INFORMATION / EXPLAINING THE DIDACTIC CONTENT

SECTION 1 – MANAGING NATURAL DISASTERS – *EARTHQUAKES, STORMS, TORNADOES, DROUGHTS, LANDSLIDES, AVALANCHES, FIRES, FLOODS, HEATWAVES, EXTREME COLD.*

This chapter aims to provide professionals with a coherent framework for explaining natural disasters, emphasizing the logic of action, prioritization of decisions, and adaptation of behavior according to the type of risk, considering that at the level of professional instructors, the focus must be on how information is explained to produce correct reactions in learners.

It is essential to **clarify, from the very beginning, the difference between WARNING, IMMINENT DANGER, ALARM, and END OF ALARM,** because they determine the type of reaction.

THE WARNING	– signals the possibility of a dangerous phenomenon occurring and provides time for preparation.
IMMINENT DANGER	– involves direct risk to life and requires the immediate application of survival rules.
ALARM	– indicates the occurrence or immediate imminence of danger and requires rapid action.
END OF ALARM	– does not mean the total absence of risk, only its reduction, so continued caution is necessary.

The first 30 seconds after a disaster strikes are critical, because most serious accidents occur during this interval. In the first moments after a natural disaster, rational thinking capacity is reduced, and reactions are dominated by instinct, fear, and imitation of those around. Therefore, survival depends on having **simple, previously practiced reactions,** which can be applied automatically, without requiring complex analysis.

The duration of the phenomenon, weather conditions, time of occurrence, and the environment – urban, rural, indoor, outdoor – decisively influence survival chances. A nighttime disaster, one occurring in extreme weather, or in a densely populated area amplifies risks. It is explained that the same type of disaster can have different effects depending on the context. For example, an earthquake of the same magnitude can have minimal consequences in an area with reinforced buildings, but devastating effects in an area with vulnerable infrastructure. Likewise, the time of occurrence, weather conditions, population density, and people's level of preparedness directly influence the number of casualties and the response capacity. Therefore, **survival depends on rapid adaptation to the context**, not on rigid application of general rules.

For all natural disasters, a GENERAL ACTION MODEL applies, which must be known and applied according to the context. This model provides a simple teaching structure that is easy for learners to memorize.

BEFORE THE DISASTER	– information; – preparation; – prevention.
DURING THE DISASTER	– detection / warning; – rapid situation assessment; – self-protection; – rapid reaction; – following specific rules.
AFTER THE DISASTER	– self-assessment; – basic aid – avoiding secondary risks; – following authorities' instructions.

GENERAL BEHAVIOR, REGARDLESS OF DISASTER TYPE

- ✓ Maintain visible calm.
- ✓ Protect the head and vital organs.
- ✓ Avoid dangerous crowds.
- ✓ Listen to the leader or official instructions.

GENERIC COURSE OF ACTION AFTER A DISASTER OCCURS

After a disaster occurs, applying a generic course of action is essential for protecting life and limiting negative effects. Interventions must be orderly, prudent, and adapted to the real situation on the ground, avoiding exposure to additional risks. Below are summarized the basic steps to be followed immediately after a disaster occurs.

1. Compliance with established measures, guidelines, and communications from authorities;	
2. Extreme caution when entering buildings that have been damaged or weakened;	
3. Be alert to the possibility of fires caused by candles or lit cigarettes when entering buildings damaged by earthquake or flooded;	

4. Danger of electrocution by touching fallen or broken power lines or touching wet household appliances;	
5. Danger of explosions caused by the destruction of the natural gas supply system;	
6. Caution in consuming food that has come into contact with floodwater.	
7. Check water and food reserves.	
8. Communicate with relatives and close ones after the danger has passed;	
9. Be wary of rumors or exaggerated news about damage and destruction	

At the same time, we must be aware that **EACH TYPE OF DISASTER MODIFIES THE DOMINANT RISKS**, and safe behaviors in one situation can become dangerous in another. Therefore, **THE ESSENTIAL DIFFERENCES BETWEEN TYPES OF DISASTERS AND THE AVOIDANCE OF GENERALIZATIONS** are highlighted.



SPECIFIC INFORMATION TRANSMITTED IN CASE OF EARTHQUAKE

The **PURPOSE** of the specific information **transmitted in case of earthquake** is to prepare them to understand, structure, and efficiently transmit correct prevention, reaction, and recovery behaviors, so that they can in turn train people capable of reducing risks, making appropriate decisions under pressure, and acting safely before, during, and after an earthquake occurs.

THE EARTHQUAKE	
THE EARTHQUAKE does not allow effective prior warning, which requires immediate reaction. **THE MAIN SECONDARY RISKS** are gas leaks, electrocution, fires, collapses, and aftershocks. **AFTER AN EARTHQUAKE, the priorities are** self-assessment, controlled exit from the building, avoiding damaged stairs, and maintaining vigilance for aftershocks.	
WHAT IS AN EARTHQUAKE?	– An earthquake, also known as a seismic event or earth tremor, is a natural phenomenon resulting from the sudden release of energy in the Earth's crust, creating seismic waves, ground vibrations that are transmitted to buildings.
WHAT IS THE CAUSE?	– Earthquakes are caused by the tectonic movements of the plates in the Earth's crust. These tectonic plates move constantly and, sometimes, can suddenly slide past each other, releasing accumulated energy.
WHAT ARE THE CHARACTERISTICS OF AN EARTHQUAKE	– **EPICENTER** – the point on the Earth's surface located directly above the point where the rupture begins in the crust (hypocenter).
	– **HYPOCENTER** (or focus) – the point inside the Earth's crust where the rupture initially occurs.
	– **SEISMIC WAVES** – the energy released by an earthquake propagates in the form of seismic waves. There are two main types of waves: body waves and surface waves.
	– **EARTHQUAKE MAGNITUDE** – measures the amount of energy released and is determined using logarithmic scales, such as the Richter scale or the moment magnitude scale (Mw).
	– **EARTHQUAKE INTENSITY** – describes the effects and damage produced at the surface and is measured using descriptive scales, such as the Modified Mercalli intensity scale (MMI).
	– **DURATION AND FREQUENCY** – the duration of an earthquake varies from a few seconds to a few minutes, and the frequency of earthquakes varies depending on the tectonic activity of the region.
WHAT EFFECTS DOES AN EARTHQUAKE HAVE	– **Earthquakes** can cause significant damage to buildings and infrastructure, trigger landslides, tsunamis (if the epicenter is underwater), and other secondary effects.

WHAT INFORMATION WE TRANSMIT FOR ACTION BEFORE AN EARTHQUAKE

Preparation before an earthquake is the only stage over which we have real control, since the moment of occurrence cannot be anticipated. Thus, the information transmitted must lead to **risk reduction**, not to creating a false sense of security.

1. AWARENESS OF SEISMIC RISK

– Living in a seismic zone means accepting the risk of earthquakes as a permanent reality.

– Denying the risk or delaying preparation leads to increased vulnerability.

*Preparation saves time and lives **"not if, but when"** an earthquake occurs.*

2. IDENTIFYING HAZARDS IN FREQUENTED SPACES

– The importance of assessing the home, workplace, and public spaces.

– Unstable furniture, unfixed shelves, heavy objects placed at height, and sources of fire or gas represent major risks.

Most injuries during an earthquake are caused by falling objects, not by building collapse.

3. PREVENTIVE ARRANGEMENT OF THE SPACE

– The need to secure furniture, anchor large appliances, and clear evacuation routes.
– Keep free access to doors and avoid storing heavy objects above sleeping areas. *Preparing the environment reduces chaotic reactions during the earthquake.*

4. KNOWING SAFE AND DANGEROUS PLACES
– Establishing safe shelter locations – under sturdy tables, near interior walls, away from windows.
– Avoid stairs, elevators, windows, and going outside during seismic motion.
Rushing outside causes more casualties than sheltering in place.

5. ESTABLISHING A PERSONAL AND FAMILY PLAN
– The importance of having a simple plan that includes – a meeting point, clear responsibilities, alternative communication methods.
*Complex plans are not effective; **simple, clear, and practiced** ones work.*

6. PREPARING A SURVIVAL KIT
– The survival kit is temporary support for the first hours or days after the earthquake.
– The minimum contents include water, non-perishable food, flashlight, batteries, first aid kit, essential medications, and important documents.
The kit does not prevent the disaster, but it reduces immediate dependence on external help.

7. PRACTICING CORRECT REACTIONS AND ACTIONS
– Correct reactions must be **practiced**, not just known. Drills like "Drop – Cover – Hold On" must be repeated periodically.
Practice reduces panic and increases the chances of automatic reaction.

8. CORRECTING COMMON MYTHS
– Wrong but very widespread ideas must be corrected – going out on stairs during the earthquake, standing in doorways in modern buildings, using the elevator, or running outside.
Debunking myths prevents dangerous behaviors.

Preparation before the earthquake does not eliminate the risk, but it significantly reduces the consequences.

WHAT INFORMATION DO WE CONVEY FOR ACTION DURING AN EARTHQUAKE

D**uring an earthquake, there are no perfect solutions, only options that reduce risk.** Therefore, our goal is to protect life in the first seconds, not evacuation.

1. IMMEDIATE REACTION – PROTECTION, NOT MOVEMENT
– Moving during the earthquake is dangerous.
– The rule applies – ***DROP – COVER – HOLD ON.*** This method reduces the risk of being hit by falling objects and losing balance.

✓ **DROP!**	
✓ **COVER – PROTECT YOUR HEAD AND NECK WITH YOUR HANDS!**	
✓ **3. HOLD ON!**	

STAY IN THIS POSITION UNTIL THE EARTHQUAKE STOPS!

2. PROPER SHELTERING INDOORS
– Under a sturdy table, near an interior wall, away from windows, cabinets, and hanging objects.
– Avoid stairs, elevators, and exterior doors.
– Most accidents occur on stairs.

3. BEHAVIOR ACCORDING TO LOCATION

IN A HOME OR OFFICE	– Immediate protection, staying in place until the shaking stops.
IN PUBLIC SPACES	– Protection under solid structures, avoiding shop windows and panels.
OUTDOORS	– Moving away from buildings, poles, power lines.
IN A VEHICLE	– Controlled stop in a safe place, staying in the car.

Adapting to the context saves lives.

4. MANAGING PANIC
– Panic leads to impulsive decisions and accidents.
– Giving short, clear commands such as: *"Sit down", "Protect your head", "Don't run".*

A calm tone is a survival tool.



WHAT NOT TO DO DURING AN EARTHQUAKE

- DO NOT run on stairs;
- DO NOT use the elevator;
- DO NOT go outside during the shaking;
- DO NOT go near windows and balconies.

Correcting these behaviors is essential in training.

WHAT INFORMATION WE TRANSMIT FOR ACTION AFTER AN EARTHQUAKE – *Priorities and secondary risks*

- After the main earthquake stops, the danger is not over.
- Secondary risks often cause more casualties than the initial earthquake.

1. SELF-ASSESSMENT AND ASSESSMENT OF THOSE AROUND YOU

- The first priority is checking your own condition and that of those nearby. Basic first aid is given without moving seriously injured people, unless there is immediate danger.

2. WATCH OUT FOR AFTERSHOCKS

- Aftershocks can occur shortly after and can be almost as dangerous. Stay vigilant and avoid unstable areas.

3. CONTROLLED EXIT FROM THE BUILDING

- Evacuation is done only if necessary and only after the shaking stops. Avoid damaged stairs, elevators, and crowds. Use safe evacuation routes known in advance.

4. IDENTIFYING AND AVOIDING SECONDARY RISKS

- Gas leaks;
- Fires;
- Electrocution;
- Partial collapses;
- Unstable objects.

The importance of shutting off gas and electricity is emphasized only **if it is safe to do so.**

5. COMMUNICATION AND OFFICIAL INFORMATION

- It is recommended to use the phone only for emergencies;
- Information should be obtained from official sources;
- Spreading rumors amplifies panic.

6. GATHERING AT SAFE POINTS

- If evacuation is necessary, people move to open, safe points away from buildings;
- Follow the instructions of the authorities

Surviving an earthquake does not depend on strength or luck, but on simple reactions, correctly learned and repeated. The role of the professional instructor is to turn these reactions into automated behaviors.



SPECIFIC ACTION INFORMATION FOR FLOODS

PURPOSE – **preparing professionals for structuring, facilitating and adapting training,** according to the learners, context and risk level, **regarding floods**. The content aims to inform and develop the ability to turn technical information into correct action behaviors.

A **FLOOD** represents the temporary covering with water of lands or areas that are normally not covered by water. It occurs when the volume of water exceeds the natural or artificial capacity for drainage and control – riverbeds, channels, dikes, drainage systems.

Floods involve invisible currents, water contamination and an increased risk of electrocution. Even a small water level can have enough force to knock a person down.

The flood is not just a natural phenomenon, but an event with variable evolution, **a major risk situation,** which can quickly become a crisis situation, depending on the context, with a direct impact on life, health, infrastructure and the environment. Therefore, low-lying areas, fragile bridges, basements and approaching moving water should be avoided.

The notion of **flood** is explained clearly and coherently, using an operational definition, easy to understand and applicable in scenarios, using local examples or situations known to the participants.

EXAMPLE

- *"When a river overflows its banks and water reaches the streets, yards or houses, we are talking about a flood."*
- *"When after heavy rains the water can no longer be taken by the sewerage system and starts to accumulate in basements, parking lots or on the road surface, this is also a flood."*
- *"When a dike or dam gives way and water spreads rapidly into inhabited areas, the situation immediately turns into a major-risk flood."*

CAUSES OF FLOODS	Floods can have **multiple, often combined causes**: – Abundant and prolonged precipitation; – Rapid snowmelt; – Overflow of a river or lake due to heavy rains, sea overflow due to an underwater earthquake or storm, or the breaking of dams or dikes.;

	– Failure of dikes, dams or protection systems; – Blockage of urban drainage systems; – Uncontrolled human activities – deforestation, construction in flood-prone areas. **The human factor can significantly amplify the effects of a flood**.
MAIN CHARACTERISTICS OF FLOODS	– They can occur **rapidly or progressively**; – Water can be turbulent, cold, and laden with dangerous debris; – Water depth and speed can vary suddenly; – Visibility is reduced, and orientation becomes difficult; – Water is usually contaminated. **These characteristics directly influence behavior for decision-making and the course of action for survival.**
EFFECTS OF FLOODS	**They depend essentially on whether decisions are made or ignored before the event.** – Loss of life and trauma; – Destruction of homes and infrastructure; – Contamination of water sources; – Increased risk of disease; – Isolation, psychological stress, and panic; – Disruption of essential services – electricity, gas, communications.

WHAT INFORMATION WE TRANSMIT FOR ACTION BEFORE A FLOOD

Preparedness before floods is the stage where human intervention has the greatest impact, as the phenomenon can evolve rapidly and unpredictably. Therefore, **the information transmitted aims to reduce risks and increase response capacity,** not to induce a false sense of control or safety.

– Professionals must be able to structure preparedness messages around the idea of **proactive preparedness, anticipation, and prevention,** with short messages, transmitted **gradually,** clear and repeatable, **contextualized**, using local examples and real experiences.	
1. FLOOD RISK AWARENESS	– Living in a flood-prone area means accepting the risk as a seasonal or episodic reality. – Denying the risk or underestimating its frequency leads to increased individual and community vulnerability. – Learn more about the local flood risk. Contact the town hall to find out more about the risk plans for the place where you live. *Flood preparedness saves time and lives – not "if," but "when" the water exceeds the area's control capacity.*
2. IDENTIFYING FLOOD-PRONE AREAS AND LOCAL HAZARDS	– The importance of knowing low-lying areas, watercourses, undersized drainage systems, and vulnerable infrastructure. – Basements, parking lots, underpasses, and roads near rivers are critical points. *Most dangerous situations arise from the lack of early recognition of these areas.*
3. ASSESSING THE VULNERABILITY OF THE HOME AND FREQUENTED SPACES	– Ground-floor homes, basements or exposed foundations are more vulnerable. – Low electrical outlets, furnaces, electrical panels and storing goods at ground level increase the risk of damage and accidents. *Preparation reduces material losses and risks to life.*
4. PLANNING EVACUATION AND SAFE MOVEMENT	– Identifying evacuation routes to higher ground and establishing meeting points. – Lack of an evacuation plan increases the risk of delayed or wrong decisions. *Early evacuation is safer than evacuating under water pressure.*
5. INFORMATION AND WARNING SYSTEMS	– Monitoring hydrological and weather warnings and understanding the meaning of alert codes. – Ignoring warnings is one of the main causes of unnecessary exposure to risk. *Early information enables controlled action.*
6. MINIMUM LOGISTICAL PREPARATION (72-HOUR KIT)	– Preparing a basic 72-hour kit adapted to flood risk – water, non-perishable food, flashlight, first aid kit, protected documents. *Lack of basic resources amplifies stress and dependence on external help.*
7. PROTECTING YOUR HOME	– Cleaning gutters, ditches and drainage channels. – Directing rainwater runoff away from the household. – Installing flood mitigation devices – submersible water pumps, backflow valves and backup generators. – Building barriers (sandbags) to stop water from entering the house.
8. PROTECTING DOCUMENTS AND IMPORTANT INFORMATION	– Essential documents should be stored in waterproof packaging or as secure digital copies. *Losing documents significantly complicates recovery after floods.*
9. PSYCHOLOGICAL AND DECISION-MAKING PREPARATION	– Accepting that belongings can be lost, but life cannot be replaced. – The importance of making early decisions and avoiding attachment to belongings at the expense of personal safety.

	Preparation reduces reaction time and the risk of panic.
10. DO NOT SET UP CAMP NEAR A RIVER OR ON LOW GROUND.	– It can flood.
11. DO NOT SEAL YOUR HOUSE OR BASEMENT.	– For the stability of the building, it is better to let water in (the pressure difference between outside and inside can bring it down).

WHAT INFORMATION WE TRANSMIT FOR ACTION DURING A FLOOD

During a flood, clarity of communication is more important than the amount of information. Therefore, in preparing professionals , the focus is on conveying essential information that reduces risks, increases personal safety, and supports sound decision-making.

1. EVACUATION OF THE FLOOD-PRONE AREA AS SOON AS POSSIBLE.	
2. RECOGNIZING THE MOMENT OF ESCALATION OF THE RISK	– The importance of recognizing when a manageable situation becomes dangerous. – Rapidly rising water levels, strong currents, lack of visibility, or official alerts indicate the need for immediate action. *Delaying the decision significantly increases the risk.*
3. PRIORITIZING LIFE OVER PROPERTY	– Life takes priority; material goods are secondary. – Attempting to save objects can lead to being trapped, injured, or drowning. – Avoiding excessive attachment to belongings under risky conditions.
4. SAFE EVACUATION	– Evacuation is carried out to higher ground, following the authorities' instructions. – Crossing flowing waters, using vehicles, or moving through low-lying areas are high-risk behaviors. *Early evacuation is safer than evacuation under pressure.*
5. AVOIDING CONTACT WITH CONTAMINATED WATER	– Floodwater is considered contaminated. Direct contact can cause illness or injury. – The importance of protecting the skin and avoiding consumption of exposed water or food.
6. ELECTRICAL AND UTILITY SAFETY	– Disconnect electricity and gas sources only if it is safe to do so. – Downed cables, flooded outlets, and electrical equipment pose major risks. – Avoid improvisation.
7. MAINTAINING GROUP COHESION	– Separating people increases risk. – The importance of staying together, communicating clearly, and providing support to vulnerable individuals – children, the elderly, people with disabilities.
8. COMMUNICATING UNDER PRESSURE	– Information must be short, clear, and action-oriented. – Effective communication reduces panic.
9. ADAPTING DECISIONS TO THE SITUATION	– The situation can change rapidly. – The importance of continuously reassessing risks and adjusting decisions, without remaining stuck in an initial plan that has become unsafe.
IF YOU ARE CAUGHT IN A BUILDING	– Stay inside the building. You are safer. Leave home only if absolutely necessary – Go to the upper floors, attic, or roof. – Prepare for evacuation.
IF YOU ARE CAUGHT OUTDOORS	– Climb to higher ground, to an elevated area. – Avoid parking on the valley floor or on the riverbank. – **Just 15 cm of fast-moving water can knock you over.**
IF YOU ARE CAUGHT AT THE SEASHORE	– Move away from the coast immediately. **There is no defense against a moving wall of water.**



WHAT NOT TO DO DURING FLOODS

DO NOT ignore official warnings and alerts	– Ignoring warnings is one of the main causes of unnecessary exposure to risk. – Alerts provide time for controlled action, not for delay.
DO NOT underestimate the water level and force	– Seemingly shallow water can have strong currents and may hide holes, obstacles, or collapsed areas. – Correcting the misconception that *"it doesn't look dangerous."*
DO NOT cross flowing water on foot or with vehicles	– Even a few centimeters of water can destabilize a person or a vehicle.
DO NOT stay in basements, parking lots, or low-lying areas	– These spaces can fill with water quickly and become traps. The importance of moving early to higher ground.
DO NOT touch cables, outlets, or electrical equipment	– The risk of electrocution is high. Water conducts electricity, and improvisations are extremely dangerous.
DO NOT try to save belongings at the expense of safety	– Attachment to belongings increases the risk of injury or death. Life comes first.
DO NOT consume contaminated water or food	– Floodwater is considered unsafe. There are medical risks.
DO NOT return prematurely to affected areas	– Flooded areas may hide structural and health risks. – Fight the urge to return quickly without assessment.
DO NOT separate from the group without a clear plan	– Isolation increases risk and hinders intervention. – The importance of cohesion and communication.
DO NOT spread unconfirmed information or rumors	– Misinformation amplifies panic and can lead to wrong decisions. Encouraging the use of official sources.

WHAT INFORMATION TO PROVIDE FOR ACTION AFTER A FLOOD

1. RETURNING TO AFFECTED AREAS	– Return to homes only with the approval of the authorities. – Affected areas may hide invisible risks – unstable structures, contamination, residual electrical currents. *Rushing to return increases the risk of injury.*
2. ASSESSING HOME SAFETY	– Buildings must be checked structurally before use. Walls, floors, and installations may be compromised. *Safety comes before comfort.*
3. MANAGING WATER AND FOOD	– Water and food that have come into contact with floodwater are considered unsafe. – Compliance with the rules regarding exclusive consumption from safe and approved sources.
4. HYGIENE AND DISINFECTION	– Avoiding direct contact with residual water. – Cleaning and disinfecting spaces is essential for disease prevention. – The importance of protective equipment and appropriate ventilation.
5. PROVIDING FIRST AID	– Minor injuries, infections, or exhaustion are common after floods. – The importance of basic first aid principles and the criteria for requesting medical support.
6. MANAGING THE PSYCHOLOGICAL IMPACT	– Stress, anxiety, and emotional reactions are normal after a flood. – The importance of mutual support, communication, and recognizing the signs of severe stress.
7. REPORTING RISKS AND INCIDENTS	– Dangerous situations must be reported to the authorities. – The role of reporting in preventing further accidents and supporting intervention.
8. REFLECTION AND LEARNING FROM EXPERIENCE	– Analyzing decisions made, identifying strengths and lessons learned are essential for improving future preparedness.

SPECIFIC INFORMATION TRANSMITTED IN THE EVENT OF FIRE IN THE HOME / AT THE WORKPLACE

A fire is an uncontrolled burning event that develops rapidly, produces high temperatures, toxic smoke, and consumes oxygen in the space, endangering people's lives and the integrity of structures.

- ✓ A fire can endanger lives in just two minutes.
- ✓ A home can be engulfed in flames within five minutes.
- ✓ The fear of fire is very great, and acting on instinct, without prior preparation and training, can lead to mistakes that can cost lives – jumping from a great height, breaking down the door of a room engulfed in flames, throwing water over gasoline or burning oil.

A fire is a type of crisis in which **reaction time is extremely limited.** The role of the professional instructor is to turn information into automatic behavior through repetition, scenarios, and realistic exercises.	
COMMON CAUSES	– Defective or overloaded electrical installations, improper use of fire sources, smoking in unauthorized areas, open flames, human negligence, equipment malfunctions.
MAIN CHARACTERISTICS	– Rapid evolution, spread through smoke and heat, reduced visibility, sudden rise in temperature, accelerated oxygen consumption. – Smoke is more dangerous than flames. – **Fire is FAST!** In less than 30 seconds, a small flame can turn into a major fire. It only takes a few minutes for thick black smoke to fill a house or for it to be engulfed in flames. – **Fire is HOT!** Heat is more dangerous than flames. Room temperatures in a fire can be 38^0C at floor level and can rise to 300^0C at eye level. Inhaling this super-hot air will burn your lungs and melt clothes onto your skin. – **Fire is DARK!** Fire starts bright, but quickly produces black smoke and complete darkness. – **Fire is DEADLY!** Smoke and toxic gases kill more people than flames. Fire produces poisonous gases that make you disoriented and drowsy.
EFFECTS	– Burns, smoke inhalation, asphyxiation, panic, destruction of property, structural damage to buildings, interruption of activities, and significant psychological impact.
ESSENTIAL CONDITIONS FOR COMBUSTION	– Heating the material to its ignition temperature; – Presence of air (oxygen) necessary for combustion.

WHAT INFORMATION WE TRANSMIT FOR ACTION BEFORE A FIRE – *Prevention and preparation*

1. FIRE RISK AWARENESS	– Fire is a constant risk, both at home and at work. – Neglecting the risk of fire increases vulnerability.
2. IDENTIFYING RISK SOURCES	– Assessment of electrical installations, sources of ignition, flammable materials, and dangerous behaviors. – Most fires have preventable causes.
3. PREVENTION MEASURES	– Proper use of equipment, avoiding electrical improvisations, safe storage of flammable materials, following procedures.
4. EVACUATION PLANNING	– Knowing evacuation routes, assembly points, and procedures. – Practicing fire evacuation.
5. FIRE DETECTION AND EXTINGUISHING EQUIPMENT	– Importance of smoke detectors, fire extinguishers, and training on their proper use.
6. PREPARATION FOR FIREFIGHTING	– Correcting myths like *"I have time," "I know the exit," and,* developing automatic reactions through drills.



WHAT INFORMATION WE TRANSMIT FOR ACTION DURING A FIRE – *Reaction and decision under pressure*

1. RAPID FIRE RECOGNITION	– Smoke, burning smell, alarm. It conveys that quick reaction saves lives.
2. IMMEDIATE ALERT AND EVACUATION	– Activating the alarm, calling emergency services, and evacuating without delay.
3. SAFE MOVEMENT	– Move on foot, staying as low as possible below the smoke level, using marked routes, closing doors without locking them.
4. USING THE FIRE EXTINGUISHER (ONLY IF IT IS SAFE)	– Extinguish small fires without exposing yourself to risk. Safety criteria are emphasized.
5. PANIC MANAGEMENT	– Short messages, clear instructions, supporting vulnerable people.
6. SHELTER IN PLACE IF EVACUATION IS NOT POSSIBLE	– Seal doors, signal your presence, protect your airways.



WHAT WE DO NOT DO DURING A FIRE – *Correcting risky behaviors*

1. DO NOT IGNORE THE SIGNS OF A FIRE	– Delaying the reaction drastically reduces the chances of a safe evacuation.
2. DO NOT USE THE ELEVATOR	– The elevator can become a deadly trap.
3. DO NOT GO BACK FOR BELONGINGS	– Life takes absolute priority over material possessions.
4. DO NOT OPEN HOT DOORS	– The risk of rapid fire spread is major.
5. DO NOT RUN OR PANIC	– Panic blocks decision-making and increases the risk of injury.
6. DO NOT USE WATER ON ELECTRICAL EQUIPMENT	– Risk of electrocution.
7. DO NOT LEAVE THE ASSEMBLY POINT	– Separating makes intervention and headcounts more difficult.

WHAT INFORMATION WE TRANSMIT FOR POST-FIRE ACTION – *Recovery and learning*

- RETURNING TO AFFECTED AREAS	– Only with the authorities' approval. Risks persist after the fire is extinguished.
- HEALTH ASSESSMENT	– Identifying symptoms of smoke inhalation, burns, or shock.
- STRUCTURAL SAFETY	– Buildings may be unstable. Caution is emphasized.
- MANAGING THE PSYCHOLOGICAL IMPACT	– Emotional reactions are normal. Support and communication are essential.
- POST-EVENT ANALYSIS	– What worked, what did not, what needs improvement. A key stage for learning.

INFORMATION TRANSMITTED FOR FIRE PROTECTION and PREVENTION



- Îndepărtarea materialelor combustibile din locuință sau din apropierea acesteia și păstrarea lor în magazii speciale, de regulă subterane;
- Asigurarea mijloacelor de stingere a incendiilor și amplasarea lor la îndemână;
- Verificarea periodică a stării lor de funcționare.



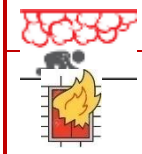
- Instalarea lăzilor cu nisip, a butoaielor cu apă, găleți, lopeți, topoare și rângi.
- Asigurarea surselor suplimentare sau alternative de apă.



- Antrenarea pentru prevenirea și stingerea incendiilor.



REACTION BEHAVIORS IN CASE OF FIRE

	PRINCIPLE / BEHAVIOR	MESSAGE TRANSMITTED	METHODOLOGICAL CLARIFICATIONS
	**INITIAL SELF-CONTROL**	*Staying calm is the first operational step in a fire.*	– It is explained that panic blocks decision-making and coordination. Breathing exercises and controlled reaction are recommended.
	**RAPID ALERTING OF THOSE AROUND**	*Any person who notices the fire has the responsibility to alert verbally and through dedicated systems.*	– The difference between effective alerting and chaotic screaming is explained. Messages must be short, clear, and repetitive.
	**ACTIVATION OF ALARM SYSTEMS**	*Alarm systems must be used immediately, without hesitation.*	– It is emphasized that the alarm buys time for evacuation and reduces confusion.
	**PRIORITY EVACUATION OF PEOPLE**	*The evacuation of people has absolute priority over property or fire intervention.*	– The role of group coordination and support for vulnerable people is discussed.
	**USE OF PREDETERMINED EVACUATION ROUTES**	*Evacuation is done exclusively via evacuation stairs, without using the elevator.*	– It explains why the elevator becomes a trap and insists on knowing the routes before an incident.
	**USE OF THE WINDOW AS A LAST RESORT**	*Exiting through the window is allowed only at low levels and under controlled conditions.*	– Myths about jumping from heights are corrected. Alternatives of waiting and signaling are explained.
	**AVOIDING MOVEMENT TOWARD UPPER FLOORS**	*Going to upper levels increases the risk of being trapped and intoxicated.*	– The dynamics of smoke and the accumulation of hot gases are explained.
	ISOLATION FROM FIRE AND SMOKE	*Closing doors and windows slows down the spread of fire.*	– The role of the door as a protective barrier and the importance of improvised sealing are detailed.
	**AVOIDING BREAKING WINDOWS FROM THE OUTSIDE**	*Breaking windows feeds the fire by providing oxygen.*	– The draft phenomenon and the effect of air currents are explained.
	**SIGNALING PRESENCE**	*Trapped people must clearly signal their position.*	– Visual and auditory signaling methods are discussed, without exposure to risk.
	**LIMITING THE FIRE ONLY IF SAFE**	*Fire intervention is done only in early stages and without personal risk.*	– The difference between a controllable fire and a developed fire is explained.
	**SAFE CHECKING OF ROOMS**	*The door is used as a protective element when checking a room.* *A hot doorknob indicates imminent danger.* *The body is positioned low to avoid hot gases. If the fire is developed, the door is closed immediately.*	– The technique of partial opening and body positioning is demonstrated. – It is correlated with the behavior of moving below the smoke level.



COMPARATIVE SHEET – TYPES OF FIRE AND EXTINGUISHING METHODS

TYPE OF FIRE	COMMON EXAMPLES	RECOMMENDED EXTINGUISHING METHODS	FORBIDDEN / RISKY METHODS	MESSAGE TRANSMITTED
SOLID MATERIALS	– Clothes, wood, paper, textiles, furniture.	– Water, water extinguisher, foam extinguisher, powder extinguisher.	—	– The goal is to cool and interrupt combustion.
FLAMMABLE LIQUIDS	– Gasoline, diesel, alcohol, oil, paints.	– Foam extinguisher, powder, CO_2; smothering with lid/blanket.	Water.	– Water disperses the liquid and spreads the fire.

FLAMMABLE GASES	– Methane gas, butane, propane.	– Shut off the gas source + powder extinguisher.	Water, intervention without shutting off the source.	– Without shutting off the gas, the fire re-ignites.
METALS	– Magnesium, sodium, potassium.	– Special agents for metals.	Water, foam, CO_2	– Violent reactions, explosion risk.
FATS AND OILS	– Frying pan with oil, deep fryer.	– Class F extinguisher, metal lid, fire blanket.	Water, moving the pan.	– Smothering is the safe method.
LIVE ELECTRICAL EQUIPMENT	– Electrical panels, appliances.	– CO_2, powder; disconnect from the source.	Water.	– The major risk is electrocution.
CAR ENGINE ON FIRE	– Engine compartment.	– Powder extinguisher, CO_2; safe distance.	Water.	– Suddenly opening the hood increases the fire.
Not all fires are extinguished the same way! Choosing the wrong method can turn a small fire into a tragedy!				
✓ **FOAM EXTINGUISHERS MUST NOT BE USED ON FIRES IN ELECTRICAL INSTALLATIONS!** ✓ **DRY POWDER EXTINGUISHERS ARE GOOD FOR ANY KIND OF FIRE!**				



SPECIFIC INFORMATION TRANSMITTED FOR ACTION IN CASE OF FOREST FIRE

- ✓ The first sign that a fire is approaching is the smell of smoke.
- ✓ Then, you will hear the noise made by the fire before you see the flames.
- ✓ You will see unusual behavior in animals and birds.
- ✓ If pushed by a favorable wind, the fire can advance faster than the speed at which a person runs. The combination of fire + wind represents a major danger.
- ✓ Orientation in smoke is done by maintaining a low position and controlling breathing. Smoke is often more dangerous than flames.

HOW TO SURVIVE A FOREST FIRE

SURVIVAL PRINCIPLE	MESSAGE TRANSMITTED	METHODOLOGICAL EXPLANATIONS
CONTROLLED DISTANCING FROM THE FIRE	– Moving away from the fire must be rapid, but controlled, not chaotic.	– The difference between tactical distancing and panicked flight is explained. – The importance of maintaining orientation is emphasized.
POSITIONING RELATIVE TO THE TERRAIN	– Moving to low-lying areas reduces exposure to flames and smoke.	– The effect of updrafts and why fire climbs faster than it descends is explained.
OBSERVING AND ASSESSING THE WIND DIRECTION	– The wind direction determines the direction of fire spread.	– Smoke is used as a practical indicator, and rapid decision-making based on the wind is practiced.
CHOOSING THE DIRECTION OF MOVEMENT	– Movement and evacuation of the area are done against the wind or perpendicular to it, depending on the situation.	– Scenarios are worked on – wind from the front and wind from behind. – Wrong instinctive reactions are corrected.
SEEKING NATURAL REFUGE AREAS	– Clearings, ravines, riverbeds, gullies, and areas without fuel offer real chances of survival.	– The logic of *"interrupting the fuel"* is explained.
USING ALREADY BURNED AREAS	– Recently burned areas have a low risk of re-ignition.	– It is discussed when it is safe and when it is not safe to use this option.
AVOIDING NATURAL TRAPS	– Canyons and narrow valleys amplify the effect of the fire.	– The chimney effect and heat channeling are explained.
USING CLOTHING	– Clothes protect against thermal radiation.	– It is explained why clothes are NOT removed and why wet ones can cause scalding.
PROTECTING THE RESPIRATORY TRACT	– Protecting breathing reduces the inhalation of dangerous particles.	– The improvised use of textile materials is demonstrated.
CONTROLLED BREATHING	– Breathing must be calm and filtered.	– The positioning of the palms and breathing through the fingers is explained as an emergency solution.
In vegetation fires, survival depends more on decisions related to wind and terrain.		

SPECIFIC INFORMATION TRANSMITTED FOR ACTION IN THE EVENT OF A LANDSLIDE

LANDSLIDE is the rapid or slow movement of soil, rock, or unstable material masses on slopes, caused by the loss of ground stability. This natural disaster can affect people, infrastructure, and the environment.

Landslides are events **highly dependent on the local context**.

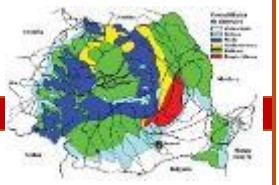
The **capacity for observation, anticipation, and early decision-making** is very important, not just reaction at the critical moment.

- ✓ **Precursor signs** include cracks in the ground, unusual noises, and slow ground movements.
- ✓ **Evacuation is done laterally**, never up or down the slope.
- ✓ Landslides can quickly block roads, **which requires early decision-making.**

CAUSES	– Heavy or prolonged precipitation, rapid snowmelt, earthquakes, erosion, changes in groundwater levels. – Deforestation, excavations, improper construction, faulty drainage, overloading of slopes.
CHARACTERISTICS	– They can be slow or sudden, unpredictable locally, triggered in chains. – They can transport large volumes of material and can quickly change the terrain configuration.
EFFECTS	– Human casualties, destruction of homes and infrastructure, blocking of access routes, isolation of communities, major psychological and economic impact.

SAFE AREAS

– Areas where no ground movement has occurred in the past;
– Relatively flat areas, far from slopes;
– Areas at the top or along ridges.



HIGH-RISK AREAS

– Areas affected by landslides in the past;
– Areas with steep slopes and drainage channels;
– Areas with watercourses and banks or coastal cliffs

INFORMATION TRANSMITTED FOR ACTION – BEFORE A LANDSLIDE OCCURS – *Prevention and preparation*

RISK AWARENESS	– Landslides are real risks in sloped areas, not rare events or *"exceptions."*
IDENTIFYING PRECURSOR SIGNS	– Cracks in the ground or buildings, doors and windows that no longer close, tilted trees, unusual noises from the ground.
ASSESSING THE BUILDING WE LIVE IN	– The importance of knowing the area's history, risk maps, and unstable zones.
MANAGING WATER IN THE AREA	– Proper drainage, avoiding water accumulation on slopes. – Water is the main triggering factor.
EVACUATION PLANNING	– Establishing safe routes, assembly points, and early evacuation procedures.
LIMITING HAZARDOUS INTERVENTIONS	– Avoiding work that destabilizes the slope without thorough technical expertise.

INFORMATION TRANSMITTED FOR ACTION – DURING THE LANDSLIDE – *Immediate reaction*

RECOGNIZING THE TRIGGER	– Loud noises, visible ground movement, collapses. The reaction must be immediate.
RAPID REMOVAL FROM THE AFFECTED AREA	– Moving laterally to the direction of the slide, toward stable areas.
PERSONAL PROTECTION	– Protecting the head and airways, avoiding falls.
AVOIDING CROSSING THE MOVING MASS	– The slide is not crossed or followed.
EMERGENCY SHELTER	– If evacuation is not possible, seek solid refuge.
COMMUNICATION UNDER PRESSURE	– Short, clear messages, without panic.

INFORMATION TRANSMITTED FOR ACTION – AFTER THE LANDSLIDE – *Recovery and learning*

AVOIDING THE UNSTABLE AREA	– The risk persists after the event. Secondary slides are frequent.
CHECKING HEALTH STATUS	– Injuries can be masked by adrenaline.
INFRASTRUCTURE SAFETY	– Buildings and roads may be structurally compromised.
REPORTING HAZARDOUS SITUATIONS	– Correct information helps the intervention.
PSYCHOLOGICAL SUPPORT	– Emotional reactions are normal after such events.
POST-EVENT ANALYSIS	– Identifying lessons learned to reduce future risk.

WHAT WE DO NOT DO DURING THE LANDSLIDE – *Correcting risky behaviors*

DO NOT IGNORE PRECURSORY SIGNS	– Signs appear before the event and provide reaction time.
DO NOT STAY IN AFFECTED BUILDINGS	– Structures can collapse without warning.
DO NOT CROSS THE SLIDDEN AREA	– The ground is unstable and may give way again.
DO NOT INTERVENE UNPROTECTED	– Improvised rescue increases the number of victims.
DO NOT RETURN PREMATURELY	– The area may still be active.
DO NOT UNDERESTIMATE SLOW-MOVING LANDSLIDES	– Slow movement can suddenly become rapid.

SPECIFIC INFORMATION PROVIDED FOR ACTION IN PROLONGED DROUGHT CONDITIONS

- ✓ **DROUGHT** generates major indirect risks – water scarcity, vegetation fires, heatstroke and heat exhaustion.
- ✓ Emphasis will be placed on explaining the importance of water conservation, smart hydration and recognizing the signs of severe dehydration, especially in children and the elderly.

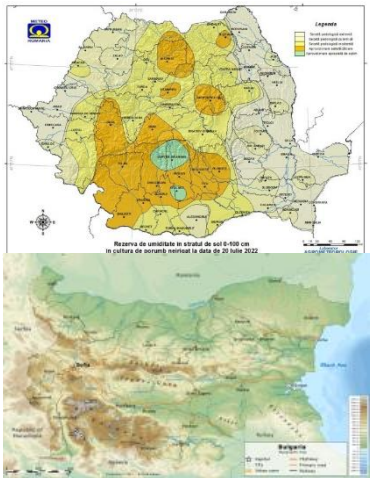
PROLONGED DROUGHT AND ITS IMPACT

WHAT IS DROUGHT?

– Drought is a prolonged period of severe water scarcity, caused by lack of precipitation, high temperatures, increased evaporation and excessive use of water resources. Drought differs from other disasters because it sets in slowly, but has long-term effects.

TYPES OF DROUGHT:

– **METEOROLOGICAL** – lack of precipitation over a long period.
– **AGRICULTURAL** – the soil no longer has the necessary moisture for plants.
– **HYDROLOGICAL** – drastic decrease in water levels (rivers, lakes, wells).
– **SOCIO-ECONOMIC** – affects the economy, agriculture, public health.



AREAS PRONE TO DROUGHT:

- ✓ **ROMANIA** - Dobruja, southern Oltenia and southeastern Moldavia (areas periodically affected).
- ✓ **BULGARIA** - Southern Dobruja *(Deliorman)* – dry continental climate, sandy soils, rare rains, Upper Thracian Plain – between Plovdiv and Stara Zagora; summers are long, very hot and dry, the Maritsa Valley – intensive agriculture, but dependent on irrigation - vulnerable to drought.
- ✓ **HUNGARY** - Great Plain (Alföld) – area frequently affected by severe droughts, southeastern regions: Békés, Csongrád, Hajdú-Bihar - sandy soils, rare rains, high evaporation, the Szolnok–Kecskemét–Debrecen area – agriculture severely affected in drought years (e.g., 2022–2023).

EFFECTS OF DROUGHT

ON THE ENVIRONMENT	– Drying of vegetation. – Decrease in biodiversity. – Desertification.
ON RESOURCES	– Risk of major shortage of drinking water. – Reduction of agricultural production. – Death of animals due to lack of water.
ON PEOPLE	– Dehydration, heat-related illnesses. – Mental disorders caused by stress. – Forced migration or isolation.



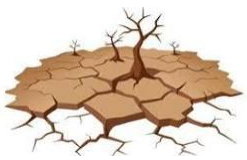
WHY IS PREPARATION IMPORTANT?

- ✓ Drought is not just a lack of comfort, but a real threat to life.
- ✓ Without water, survival is limited to 3-5 days, depending on conditions.
- ✓ Adaptability and knowledge are key in such situations.

WATER SOURCES AND WATER CONSERVATION

THE BASIC PRINCIPLE OF SURVIVAL IN DROUGHT

WATER > SHELTER > FOOD



Without water, a person can survive on average:

– 2 days in a dry area (intense activity).
– 3–5 days in moderate conditions.
– **The body loses 1 liter of water per day even at rest!**

ALTERNATIVE WATER SOURCES IN DROUGHT

CONDENSATION AND DEW – Early morning, on grass/stones – can be absorbed with a clean cloth and wrung into a container. Can provide 200–400 ml/day.

SUCCULENT PLANTS AND ROOTS – Squeeze or suck the stem (beware of toxic latex in some plants).

SOLAR DISTILLATION

- Dig a hole, place green vegetation and a container in the center.
- Cover with transparent plastic and a stone on top – collects condensation.
- Produces 0.5–1 liter/day.

WATER FROM THE GROUND

- Water from moist soil, under tree bark, deep cracks – can be filtered.
- Do not drink without purification!

HIDDEN SOURCES

- Abandoned tanks, broken pipes, animal tracks leading to puddles.

WATER PURIFICATION – ESSENTIAL FOR SURVIVAL

- **BOILING** – 5–10 minutes.
- **IMPROVISED FILTER** – layer of gravel, sand, activated charcoal, textile fabric.
- **PURIFICATION TABLETS with chlorine**.
- **IODINE PILLS** – used only temporarily!

CONSERVING WATER IN THE BODY

- Minimal movement, seeking shade.
- Proper management of available water – Do not drink it all at once → small sips at regular intervals.
- Breathe through the nose, not the mouth (avoids water loss).
- Covering skin exposed to the sun – sweating = lost water.

FOOD IN DROUGHT CONDITIONS

BASIC PRINCIPLES:

- Without water, food and its consumption are a risk.
- Heavy or salty food can worsen dehydration.
- In a drought crisis, caloric intake must be very carefully ensured.

WHAT TYPE OF FOOD WE CONSUME

FOODS WITH LOW WATER CONTENT BUT HIGHLY NUTRITIOUS	– Nuts, almonds. – Sunflower seeds, pumpkin seeds. – Dried fruits – raisins, dates, figs. – Survival biscuits / protein bars. – Honey.
FOODS THAT DO NOT REQUIRE WATER FOR COOKING	– Dried meat. – Dry bread. – Powdered milk – only if there is water to rehydrate it.
WILD FOOD IN DROUGHT CONDITIONS (with caution)	– Edible cactus. – Agave – the core is edible but requires baking. – Insects – ants, locusts, crickets – valuable sources of protein

WHAT FOODS TO AVOID IN DROUGHT

- Salty foods – canned in brine, dried cheeses.
- Hard-to-digest food – fatty meat, raw legumes.
- Dry foods without water intake – pasta, rice.
- Alcohol / coffee – dehydrate.

RATIONING STRATEGIES

- Eating while at rest – digestion consumes water and energy.
- Small, calorie-dense portions.

MANAGING RESOURCES AND ENERGY IN PROLONGED DROUGHT CONDITIONS

✓ In extreme drought, resources – water, food, physical energy – must be used with maximum efficiency, otherwise the risk of exhaustion and collapse rises quickly.

MANAGING BODY ENERGY

- Minimizing effort by avoiding unnecessary movement.
- Moving only early in the morning or in the evening – temperature below 25°C.
- Resting in the shade, in a position that conserves body heat.
- Avoiding sweating by wearing loose clothing and covering the head.

Controlled breathing

- Inhale through the nose, exhale through the mouth with pursed lips – reduces water loss.
- Slow breathing to maintain calm and a low heart rate.

MANAGING ITEMS AND RESOURCES

Minimal drought kit

- Reusable container (PET/metal/aluminum).
- Improvised water filter.
- Dry, calorie-dense food.
- Plastic sheet / foil for condensation.
- Bandana or cloth – for protection and filtering.
- Multipurpose knife, signaling mirror.

Reuse and adaptation

- Plastic bottles for dew collectors / solar stills.
- Containers for insect traps, storage containers.
- Clothes – improvised filter, sun protection, insulation at night.

PSYCHOLOGICAL MANAGEMENT – CALM SAVES LIVES

- Focusing on concrete tasks.
- A priority list drawn up every 12 hours.
- Establishing leaders and clear roles for each group member.
- Do not remain mentally inactive – a panicked brain wastes energy.

ORIENTATION AND MOVEMENT IN DROUGHT CONDITIONS

Essential rules for moving in arid areas

- Travel only early in the morning (05:00–08:00) or in the evening (18:00–21:00).
- Avoid traveling at midday – maximum risk of dehydration and heatstroke.
- Plan steps, not distances – conserve energy.

Signs of water or settlements:

- Animal tracks → large animals head toward water at sunset.
- Bird flight → toward water in the morning, toward nests in the evening.
- Green vegetation / reeds → sign of underground water.

Surviving drought is more than technique – it is about calm, discipline and adaptation!



SPECIFIC INFORMATION TRANSMITTED FOR ACTION IN THE EVENT OF AN AVALANCHE

THE AVALANCHE – a large amount of snow moving at very high speed on the mountain, usually on slopes of 30^0 to 45^0.

- ✓ **CAN BE TRIGGERED BY PEOPLE, NEW SNOW, WIND;**
- ✓ **MOVEMENT SPEED** is 60-80 m/h;
- ✓ **FAVORABLE PERIOD** for triggering – December-March;
- ✓ Make sure you are informed about weather conditions and avalanche risk;
- ✓ Use appropriate equipment;
- ✓ Learn first aid techniques;
- ✓ Make an emergency plan with your team.



✓ **Avalanches cannot be predicted**, although warnings are issued for skiers and tourists.

REACTION AND ACTION IN CASE OF AVALANCHE

STAGE	ACTION PRINCIPLE		TRANSMITTED MESSAGE	METHODOLOGICAL CLARIFICATIONS
AVALANCHE TRIGGERING	– LEAVING THE AVALANCHE ZONE		– The main objective is to quickly leave the moving snow mass.	– The difference between running sideways / uphill versus descending in the avalanche's direction, which is ineffective, is explained.
	– USING CONTROLLED SPEED – winter sports		– For skiers or snowboarders, initial speed is used to turn sideways and exit the affected area.	– The limits of this tactic and the conditions under which it is realistic are discussed.
	PRIORITIES	**LATERAL MOVEMENT**	– Lateral movement offers the best chances of escape.	– The instinct to run *"downhill"* is corrected.
		ANCHORING TO SOLID OBJECTS	– If possible, grabbing onto fixed elements can prevent burial.	– It is emphasized that this option is context- and time-dependent.
		CREATING BREATHING SPACE	– If burial is imminent, **protecting the airway becomes the priority.**	– The technique of forming an air pocket with the arms is explained.
BURIAL UNDER SNOW	– AWARENESS OF CRITICAL TIME		– A buried person has extremely limited time to act.	– The survival window (minutes) is explained.

	– PROTECTING THE FACE AND BREATHING	– Immediately creating an air pocket increases the chances of survival.	– Arm and body positioning is practiced.
AFTER THE AVALANCHE OCCURS	– RAPID ASSESSMENT OF THE SITUATION	– The first step is identifying those who are safe and those who are missing.	– Rapid assessment and clear communication are practiced.
	– ALERTING SPECIALIZED SERVICES	– Calling emergency services and mountain rescue is mandatory.	– Emphasis is placed on conveying essential information.
	– ESTABLISHING LEADERSHIP	– A leader coordinates the search and prevents chaos.	– The leader's role in extremely stressful situations is explained.
	– SEARCHING FOR AND EXTRACTING VICTIMS	– The search begins immediately, using available equipment.	– The importance of the shovel and critical time is emphasized - preventing suffocation.
	– PROVIDING FIRST AID	– After extraction, first aid is provided immediately.	– It is correlated with the ABC technique and hypothermia.
Decisions must be made in seconds, not minutes. *Developing* ***reflexes is essential for survival!***			



SPECIFIC INFORMATION TRANSMITTED FOR ACTION IN THE CASE OF VERY HIGH TEMPERATURES – HEATWAVE

- ✓ **HEATWAVE** is a prolonged period of extreme heat with very high temperatures, **above 32 degrees Celsius,** which, combined with high humidity and lack of natural ventilation, causes severe heat stress on the human body and affects the normal functioning of communities.**with temperatures.**
- ✓ **HEATWAVE** requires constant hydration, avoiding sun exposure during peak hours, wearing light clothing, and moving to cool spaces.
- ✓ **Heatwave management is a prevention skill**, not a classic emergency response. Success lies in **reducing exposure and early intervention**.
- ✓ It is essential to have **anticipation, self-regulation, protection of vulnerable groups** and rapid recognition of heatstroke and provision of first aid, as well as monitoring vulnerable individuals.

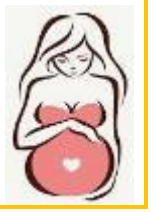
CAUSES	– Persistence of tropical air masses, lack of precipitation, stagnant atmospheric circulation. – The effect of the *"urban heat island",* lack of vegetation, extensive concrete surfaces. – Climate change increases the frequency, duration, and intensity of heatwave episodes.	
MAIN CHARACTERISTICS	**Extreme temperatures**	– Temperatures exceed comfort and biological safety thresholds.
	Prolonged duration	– Episodes can last for several consecutive days.
	Increased humidity	– It reduces the body's ability to cool down through sweating.
	Lack of wind	– Natural ventilation is reduced, amplifying heat stress.
	Nighttime worsening	– Temperatures remain high even at night, affecting the body's recovery.
EFFECTS	**On health**	– Dehydration, heatstroke, heat exhaustion, worsening of cardiovascular and respiratory diseases, increased risk of mortality.
	On vulnerable groups	– Children, the elderly, people with chronic diseases, and outdoor workers are disproportionately affected.
	On the community	– Increased energy consumption, disruption of activities, overloading of medical services.
	On the environment	– Drought, degradation of vegetation, increased risk of vegetation fires.
	On the economy	– Decreased productivity, losses in agriculture and infrastructure.

WHO WORSENS THE EFFECTS OF HEATWAVES ON THE BODY?		
	**INCREASED HUMIDITY**	– Sweat does not evaporate as quickly. – The body can no longer cool down quickly.
	**PERSONAL FACTORS**	– Age, obesity, fever, dehydration, heart disease, mental illness, poor blood circulation, sunburn, drug use, and excessive alcohol consumption.

WHO IS VULNERABLE TO HEATWAVES?

- **The elderly**, especially those over 65;
- **Children**, especially those under 2;
- **Pregnant women**;
- People with **chronic diseases** – diabetes, endocrine diseases, mental illnesses, substance or alcohol addictions, cardiovascular diseases, respiratory diseases, kidney diseases, etc.;
- **People under certain medical treatments** – those with fever are at greater risk;
- **Socio-economically vulnerable people** – homeless, immobile individuals, those lacking information and socially isolated;
- People with certain **outdoor occupations,** those performing physical work, and athletes.





INFORMATION PROVIDED FOR ACTION – BEFORE THE ONSET OF A HEATWAVE – *Prevention and preparedness*

RISK AWARENESS	– Heatwave is not a discomfort, but a biological and operational risk. – The effects of heatwaves are cumulative and can become fatal without spectacular warning signs.
IDENTIFYING VULNERABLE GROUPS	– Highlighting the increased risk for children, the elderly, people with chronic diseases, and outdoor workers.
PERSONAL AND INSTITUTIONAL PLANNING	– Adjusting work schedules, identifying cool spaces, establishing hydration breaks.
PREVENTIVE HYDRATION	– Hydration begins before the sensation of thirst appears; – Water is a priority, not stimulant drinks.
ENVIRONMENT ADAPTATION	– Night ventilation, shading, limiting internal heat sources.
BEHAVIORAL EDUCATION	– Correcting myths *"I've gotten used to the heat", "sweating is enough".*

INFORMATION PROVIDED FOR ACTION – DURING THE HEATWAVE – *Protection and adaptation*

MONITORING SIGNS OF HEAT STRESS	– Explaining the difference between heat exhaustion and heatstroke. – ***Heat exhaustion*** *– occurs when the body is overstressed by heat and dehydration, but temperature regulation mechanisms still function,* ***manifesting through weakness, profuse sweating, dizziness, and nausea.*** – ***Heatstroke is a serious medical emergency****, in which thermoregulation mechanisms fail, body temperature rises rapidly, and* ***confusion, loss of consciousness, and vital risk may occur, requiring immediate medical intervention.***
REDUCING EXPOSURE	– Limiting intense physical activities, avoiding the 11:00–18:00 time interval.
CONSTANT HYDRATION	– Regular water consumption, even in the absence of thirst.
APPROPRIATE CLOTHING	– Light-colored, loose clothing, covered head.
ACTIVE COOLING	– Lukewarm showers, wet compresses, ventilation.
COLLECTIVE RESPONSIBILITY	– Supervising vulnerable individuals; early intervention at the first symptoms.



WHAT WE DO NOT DO DURING THE HEATWAVE – *to correct wrong behaviors*

DO NOT IGNORE THE SENSATION OF DISCOMFORT	– Signs appear later; – Deterioration can be rapid.
DO NOT CONSUME ALCOHOL	– It worsens dehydration and disrupts thermoregulation.
DO NOT ENGAGE IN INTENSE PHYSICAL EFFORT DURING PEAK HOURS	– It increases the risk of heatstroke and heat collapse.
DO NOT HYDRATE EXCLUSIVELY WITH SWEET OR ENERGY DRINKS	– They do not ensure real hydration rebalancing.
DO NOT STAY PROLONGED IN THE SUN	– Direct exposure accelerates body overheating.
DO NOT LEAVE VULNERABLE PEOPLE UNSUPERVISED	– Children and the elderly do not perceive risk correctly.
DO NOT DRESS IN TIGHT-FITTING CLOTHES AT THE COLLAR AND NARROW CLOTHES	– Prevents heat dissipation.
DO NOT FORCEFULLY "ACCLIMATIZE"	– Adaptation does not replace protection, the risk remains.
DO NOT LEAVE PETS IN VEHICLES	

INFORMATION TRANSMITTED FOR ACTION – AFTER HEATWAVE – *Assessment and recovery*

PHYSIOLOGICAL RECOVERY	– Continue hydration; – Adequate rest.
ASSESSING THE EFFECTS	– Analyze episodes of discomfort, fainting, decreased performance.
LEARNING FROM EXPERIENCE	– What worked / what did not work in managing the heatwave.
IMPROVING EXISTING PLANS	– Update procedures and educational messages.
PREPARATION FOR SIMILAR SITUATIONS	– Heatwaves often occur in waves – continuous preparation is essential.

SIGNS OF HEAT-RELATED ILLNESSES	
MUSCLE CRAMPS OR SPASMS 	– They are caused by a large loss of salt and water in the body. – They manifest through heavy sweating with muscle pain and spasms. – Avoid heat, hydrate, seek medical help if spasms last more than an hour or if the affected person has heart problems.
HEAT EXHAUSTION can be severe. 	– In some cases, it requires urgent medical help. – SIGNS – heavy sweating, paleness, muscle cramps, fatigue, weakness, fainting, rapid or weak pulse, dizziness, headache, nausea or vomiting. – Avoid heat, rest in a cool and shaded place, or seek medical help if symptoms last more than an hour or worsen.
HEATSTROKE, HEAT SHOCK, STROKE 	– Can be fatal. – Requires urgent medical help. – SIGNS – extremely high body temperature, above 40^{0}C, red, hot and dry skin without sweating, rapid, strong pulse, dizziness, confusion or unconsciousness. – Seek rapid medical help! – Cool the person by any available method (cold baths and showers, applying cold compresses, cooling the room, etc.); – Do not give the person anything to drink and do not administer medication.



SPECIFIC INFORMATION TRANSMITTED FOR ACTION IN THE CASE OF VERY LOW TEMPERATURES – EXTREME COLD

- ✓ Extreme cold is explained as **a risk of exposure management, *"slow, but lethal"***, where the major danger is not the feeling of cold, but **the progressive loss of vital and cognitive functions**.
- ✓ The educational emphasis is on **prevention,** reinforcing **early protective decisions, layered clothing, and limiting exposure**.
- ✓ Cold can kill anyone, anywhere!
- ✓ Protection against cold means – shelter, insulation, warmth.
- ✓ In extreme cold conditions, proper equipment and layered clothing are essential.
- ✓ Avoid prolonged exposure, seek heated shelters, and provide first aid in case of hypothermia or frostbite.
- ✓ Wind and rain greatly increase the danger of freezing!
- ✓ It is explained that hypothermia can set in gradually and is often underestimated.
- ✓ It is also emphasized that **extreme cold is defined by its effects, not just by the thermal value of the temperature**.

EXTREME COLD – represents a risk situation generated by prolonged or intense exposure to very low temperatures, below the adaptive thresholds of the human body, which, combined with wind and humidity, can cause hypothermia, frostbite, and disruption of normal community functioning.

- In practice, for our region, Central and Eastern Europe, the following is considered:
  - **Below –10°C – increased risk for the population**, especially in windy conditions.
  - **Below –15°C – extreme cold for most people**.
  - **Below –20°C – severe extreme cold,** with major risk of rapid hypothermia and frostbite.
  - **Wind of 55 km/h can make temperatures of –5°C feel like -15°C, being extreme cold.**

CAUSES	Polar/arctic air invasions, clear night skies, persistence of cold air masses. Accentuated climatic variability, episodes of intense and sudden cold. Altitude, open areas exposed to wind, lack of shelter. Inadequate clothing, exhaustion, alcohol consumption, malnutrition.	
MAIN CHARACTERISTICS	**Very low temperatures**	– Well below normal values for the area and season.
	Cumulative effect	– Repeated or prolonged exposure amplifies the risk.
	Critical role of wind	– Wind accelerates body heat loss.
	Limitation of fine hand movements	– Loss of sensitivity and fine coordination.
	Gradual onset, often underestimated	– The onset of hypothermia can be hard to perceive initially.

EFFECTS	**On health**	– Hypothermia, frostbite, heart rhythm disturbances, confusion, vital risk.
	On decision-making capacity	– Decreased cognitive capacity, delayed reactions, judgment errors.
	On vulnerable groups	– Elderly, children, homeless people, outdoor workers.
	On infrastructure	– Damage to water, energy, and transport networks.
	Impact on the community	– Isolation, limited access to services, increased number of medical emergencies.

INFORMATION TRANSMITTED FOR ACTION – BEFORE EXTREME COLD OCCURS – *Prevention and preparedness*

RISK AWARENESS	– Extreme cold is a vital risk even at temperatures that *"do not seem dangerous,"* especially in the presence of wind and humidity.
PERSONAL AND ORGANIZATIONAL PLANNING	– Adapting work schedules, limiting outdoor activities, plans for utility outages.
LAYERED CLOTHING	– A layered clothing system – base, insulation, protection against wind and moisture.
PROTECTING EXTREMITIES	– Gloves, hat, insulated footwear; – Heat loss is rapid from the head and hands.
NUTRITION AND HYDRATION	– Increased caloric intake; – Hydration remains necessary even without feeling thirsty.
IDENTIFYING VULNERABLE PEOPLE	– Monitoring the elderly, children, homeless or isolated individuals.

INFORMATION TRANSMITTED FOR ACTION – DURING EXTREME COLD – *Protection and limiting exposure*

LIMITING EXPOSURE	– Reducing time spent outdoors; frequent breaks in heated spaces.
STAYING DRY	– Moisture accelerates heat loss; – Change wet clothes immediately.
RECOGNIZING EARLY SIGNS	– WARNING SIGNS – intense shivering, numbness, difficulty speaking, confusion.
PROTECTION AGAINST WIND	– Choosing sheltered routes; – Using natural or artificial windbreaks.
GROUP RESPONSIBILITY	– Mutual monitoring; – Affected individuals may not realize the severity of their condition.
EARLY INTERVENTION	– Stop exposure and gradually warm up at the first signs of hypothermia.



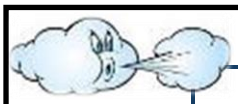
WHAT NOT TO DO DURING EXTREME COLD – *to correct behaviors*

DO NOT UNDERESTIMATE THE COLD	– Risk is determined by effects, not perceived temperature.
DO NOT CONSUME ALCOHOL *"TO WARM UP"*	– It causes vasodilation and accelerates heat loss.
DO NOT DRESS INSUFFICIENTLY OR TOO TIGHTLY	– Reduce insulation and peripheral circulation.
DO NOT IGNORE MOISTURE	– Wet clothes drastically increase the risk of hypothermia.
DO NOT EXPOSE OURSELVES PROLONGED TO COLD WITHOUT BREAKS	– Heat loss is cumulative.
DO NOT EXERT OURSELVES EXCESSIVELY	– Sweating leads to accelerated cooling.
DO NOT SUDDENLY WARM FROZEN EXTREMITIES	– It can worsen injuries.
DO NOT NEGLECT COGNITIVE SIGNS	– Confusion is a major sign of hypothermia.

INFORMATION TRANSMITTED FOR ACTION – AFTER EXTREME COLD CEASES – *Recovery and learning*

PHYSIOLOGICAL RECOVERY	– Progressive rewarming; – Continued caloric intake and hydration.
ASSESSING THE EFFECTS	– Identifying cases of frostbite or mild hypothermia that appear late.
ANALYZING LESSONS LEARNED	– What measures worked / what failed in managing extreme cold.
IMPROVING PLANS	– Adjusting equipment, procedures, and educational messages.
PREPARATION FOR FUTURE EPISODES	– Extreme cold often occurs in waves; – Ongoing preparedness must be maintained.

HOW TEMPERATURE FEELS DEPENDING ON WIND



TEMPERATURE

WIND – km/h	0°C	-1°C	-2°C	-3°C	-4°C	-5°C	-10°C	-15°C	-20°C	-25°C	-30°C	-35°C	-40°C
6	-2	-3	-4	-5	-7	-8	-14	-19	-25	-31	-37	-42	-48
8	-3	-4	-5	-6	-7	-9	-14	-20	-26	-32	-38	-44	-50
10	-3	-5	-6	-7	-8	-9	-15	-21	-27	-33	-39	-45	-51
15	-4	-6	-7	-8	-9	-11	-17	-23	-29	-35	-41	-48	-54
20	-5	-7	-8	-9	-10	-12	18	-24	-30	-37	-43	-49	-56
25	-6	-7	-8	-10	-11	-12	-19	-25	-32	-38	-44	-51	-57
30	-6	-8	-9	-10	-12	-13	-20	-26	-33	-39	-46	-52	-59
35	-7	-8	-10	-11	-12	-14	-20	-27	-33	-40	-47	-53	-60
40	-7	-9	-10	-11	-13	-14	-21	-27	-34	-41	-48	-54	-61
45	-8	-9	-10	-12	-13	-15	-21	-28	-35	-42	-48	-55	-62
50	-8	-10	-11	-12	-14	-15	-22	-29	-35	-42	-49	-56	-63
55	-8	-10	-11	-13	-14	-15	-22	-29	-36	-43	-60	-67	-63
	between 0 and -10° C LOW			between -10 and -25° C MODERATE			between -25 and -45° C COLD			between -45 and -59° C EXTREME			+

SPECIFIC INFORMATION TRANSMITTED FOR ACTION IN THE CASE OF SEVERE WEATHER PHENOMENA – STORMS and TORNADOES

- ✓ **STORMS and TORNADOES** are large-scale phenomena of variable duration, extremely violent.
- ✓ **The storm** is frequent and locally unpredictable,
- ✓ **The tornado** is short, violent and extremely dangerous locally.
- ✓ In storms and tornadoes, **the difference between a minor incident and a disaster is reaction time.**
- ✓ **Safe areas** are interior spaces, without windows, preferably on a lower level.
- ✓ **Evacuation routes** must be established before impact, and one of the most frequent causes of injury is objects carried by the wind.
- ✓ **The educational emphasis must be placed on** quickly recognizing the type of phenomenon, because protection measures differ fundamentally.

THE STORM – is a meteorological phenomenon characterized by pronounced atmospheric instability, manifested through strong wind, intense precipitation, electrical discharges and, sometimes, hail, with a relatively short duration and variable impact.	
CAUSES	– Strong thermal contrast between warm and cold air masses. – High humidity. – Local atmospheric instability.
MAIN CHARACTERISTICS	– Relatively rapid onset. – Duration from tens of minutes to a few hours. – Associated phenomena – torrential rain, lightning, wind gusts. – **LIGHTNING** – an electric spark between two clouds. It can reach up to 30 km in length. – Local or regional area of manifestation.
EFFECTS	– Local flooding. – Falling trees or objects. – Damage to electrical networks. – Increased risk of accidents from lightning strikes. – **LIGHTNING STRIKE** – a spark produced by the discharge of static electricity between a cloud and a prominent object higher on the earth's surface – tree, house, person, lightning rod. It can strike a person in an open field, can char a house. It can strike multiple times in the same place
THE TORNADO – is a violent atmospheric vortex, of small dimensions, which descends from a storm cloud to the ground, characterized by extremely strong winds over a very limited area.	
CAUSES	– Severe storms. – Extreme atmospheric instability. – Large differences in wind speed and direction with height.

MAIN CHARACTERISTICS	– Small diameter – tens / hundreds of meters. – Short duration – minutes. – Very intense winds. – Unpredictable trajectory.
EFFECTS	– Extreme localized destruction. – Uprooting of light structures. – Projectile objects. – Very high risk of casualties in the affected area.

KEY DIFFERENCES BETWEEN STORMS, TORNADOES, AND HURRICANES

	STORM	TORNADO	HURRICANE
SCALE	– Local / regional	– Very limited	– Very wide (hundreds of km)
DURATION	– Minutes – hours	– Minutes	– Days – weeks
ORIGIN	– Atmospheric instability	– Severe storms	– Warm tropical waters
WIND INTENSITY	– Moderate–high	– Extreme, local	– Very high, sustained
FORECASTABILITY	– Moderate	– Very low	– High (relatively)
TYPE OF IMPACT	– Variable	– Concentrated and devastating	– Widespread and systemic

INFORMATION TRANSMITTED FOR ACTION – BEFORE A STORM BEGINS – *Anticipation and preparation*

RISK AWARENESS	– Storms are frequent and can become dangerous quickly; not all are *"just rain."*
MONITORING WARNINGS	– The weather codes and the importance of early response are explained.
ASSESSING FREQUENTED SPACES	– The importance of identifying isolated trees, unsecured objects, and areas at risk of flash flooding is emphasized.
PLANNING PROTECTION	– The importance of establishing safe shelters in advance and avoiding outdoor activities is emphasized.
PREVENTIVE EDUCATION	– Correcting myths such as: *"lightning never strikes twice", "rain is not dangerous".*

INFORMATION TRANSMITTED FOR ACTION – DURING A STORM – *Protection and limiting exposure*

TAKING SHELTER	– Immediate entry into enclosed buildings with solid electrical and grounding installations – vehicles with metal bodies – a "Faraday cage" effect. – Must be avoided – open fields, isolated trees, metal structures, and unprotected electrical equipment.
AVOIDING EXPOSURE	– Staying away from windows, metal objects, water, open fields.
LIGHTNING MANAGEMENT	– The *"30–30"* rule explained didactically.
ELECTRICAL SAFETY	– Disconnecting sensitive appliances, avoiding the use of electrical installations.
PANIC CONTROL	– Calm decisions; – Minimal movement.

EXAMPLE OF EXPLAINING THE *"30–30"* RULE

1. The first "30" tells you WHEN YOU MUST TAKE SHELTER

- If the **time interval between seeing the lightning and hearing the thunder is 30 seconds or less**, it means the storm is close enough to pose a real danger.
- Lightning can strike **even without rain**, several kilometers from the storm's core.

*At 30 seconds or less, **outdoor activities must stop immediately** and people must take shelter.*

3. The second "30" tells us WHEN YOU CAN RESUME ACTIVITIES

- Outdoor activities can be resumed **only after at least 30 minutes have passed** since the last thunder was heard.
- Lightning strikes can also occur after the storm appears to have visually moved away.

Waiting the 30 minutes reduces the risk of delayed lightning strikes.

INFORMATION TRANSMITTED

ASSESSMENT OF RESIDUAL HAZARDS	– Downed power lines, unstable structures, affected trees.
FIRST AID	– Intervention for minor injuries; – Calling emergency services if necessary.
LEARNING FROM EXPERIENCE	– Analysis of decisions made and risky behaviors.
GRADUAL RETURN	– Resuming activities only after conditions have fully stabilized.

INFORMATION TRANSMITTED FOR ACTION – BEFORE A TORNADO BEGINS – *Recognition and preparation – rare but extremely dangerous phenomenon*

RECOGNIZING THE SIGNS	– Greenish sky, rotating low clouds, noise similar to a train.
SHELTER PLAN	– Identifying spaces without windows, basements, central rooms.
LIMITED REACTION TIME	– Tornadoes offer little time; – Decisions must be automatic.
APPLIED EDUCATION	– Response training - *"where you go immediately."*

INFORMATION TRANSMITTED FOR ACTION – DURING A TORNADO – *Immediate survival*

CORRECT SHELTERING	– Low position, head and neck protection.
AVOIDING WINDOWS	– Projectiles are the main cause of injuries.
PERSONAL PROTECTION	– Using solid objects – mattresses, improvised helmets.
QUICK DECISION	– Do not waste time saving belongings.

INFORMATION TRANSMITTED FOR ACTION – AFTER A TORNADO – *Safety and recovery*

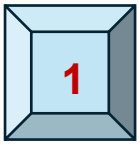
BEWARE OF SECONDARY HAZARDS	– Damaged gas pipes, unstable structures.
CALLING EMERGENCY SERVICES	– Correctly assess the situation before improvised interventions.
FIRST AID AND TRIAGE	– Prioritizing victims.
PSYCHOLOGICAL SUPPORT	– Emotional reactions can be intense.



WHAT NOT TO DO DURING STORMS / TORNADOES

DO NOT IGNORE WEATHER WARNINGS – the phenomenon can escalate quickly and underestimation can increase the risk of accidents.
DO NOT STAY OUTDOORS OR IN UNPROTECTED VEHICLES – Exposure increases the risk of electrocution and being struck by wind-borne objects.
DO NOT APPROACH TREES OR UNSTABLE STRUCTURES – Objects can fall or be hurled with force.
DO NOT USE ELECTRICAL APPLIANCES DURING THE STORM – Danger of electrocution from lightning or grid damage.
DO NOT OPEN WINDOWS DURING THE STORM – Projected glass fragments are very dangerous.
DO NOT FILM OR PHOTOGRAPH THE TORNADO – It distracts attention and delays the rapid sheltering response.
DO NOT TRY TO SAVE BELONGINGS OR VEHICLES – Life is the absolute priority.
DO NOT UNDERESTIMATE THE TORNADO'S PATH – Tornadoes can veer suddenly, and maintaining flexibility in decision-making is vital.
DO NOT NEGLECT PERSONAL PROTECTION – Head, neck, and chest must be protected; the low position increases survival chances.
DO NOT LEAVE SHELTER TOO EARLY –The phenomenon can have a sequential peak impact.

EXERCISE SHEET 1 – EARTHQUAKE

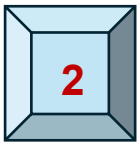


OBJECTIVE – building the capacity to train rapid decision-making and correct wrong reflexes in the first seconds of an earthquake.
SCENARIO – *You are in a building with several people. A strong earthquake occurs, without warning.*
TASKS:
– What do you do in the first 60 seconds:?
GUIDANCE ANSWERS – support **correcting behaviors**, **justifying decisions**, and **explaining risk mechanisms.** The wording can be easily turned into follow-up explanations for trainees.
CORRECT ACTIONS IN THE FIRST 60 SECONDS
- *Immediately adopting a protective position for the head, neck, and torso, under a stable structural element.*
- *Maintaining the position until the seismic motion stops.*
- *Self-control and verbal calm to reduce group panic.*

RATIONALE – *most injuries occur due to falling objects and uncontrolled movements.*
WHAT WE DO NOT DO – *Evacuating during the earthquake increases the risk of accidents; the elevator becomes a trap; we do not panic – it amplifies dangerous behaviors.*
– What wrong reactions occur frequently and need to be corrected?
- *Uncontrolled running; Using the elevator; Verbal panic.*

ESSENTIAL ELEMENTS TO CONVEY:
- *Controlling the initial reaction.*
- *Protection and evacuation.*
- *Calm but firm communication.*

EXERCISE SHEET 2 – HOUSE FIRE

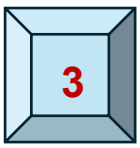


OBJECTIVE – training rapid risk recognition and prioritizing life over property.
SCENARIO – *A smell of smoke is noticeable and visibility drops quickly.*
TASKS:
– What actions are critical in the first minutes?
GUIDANCE ANSWERS
- *Immediately alerting people nearby.*
- *Controlled evacuation via safe routes, keeping doors closed.*
- *Moving low to avoid inhaling smoke.*

RATIONALE – *Smoke is more dangerous than flames. Oxygenating the fire accelerates its spread.*
– What instinctive behaviors are dangerous and need to be corrected?
- *Going back for belongings.*
- *Opening hot doors.*
- *Breaking windows.*
- *Using the elevator.*

ESSENTIAL ELEMENTS TO CONVEY:
- *Smoke as the main risk.*
- *Organized evacuation.*
- *Closing doors.*

EXERCISE SHEET 3 – FLOOD



OBJECTIVE – developing the capacity for anticipation and preventive decision-making.
SCENARIO – *Heavy rainfall, rapid rise in water level.*
TASKS:
– What do you do before the water enters?
GUIDANCE ANSWERS
- Rapid risk assessment and early decision to evacuate.
- Disconnecting electricity and gas sources, if possible and safe.
- Raising essential items and preparing the evacuation kit.

ARGUMENT – *Moving water has great destructive force, and a delayed decision reduces the options you have.*
– When do you decide to evacuate?
- *When there is an imminent danger to life, namely when the water level rises rapidly, access routes are affected, or authorities issue warnings or evacuation orders.*

ESSENTIAL ELEMENTS TO CONVEY:
- *Preparation in advance means control.*
- *The danger of moving water.*
- *Risks of electrocution and contamination.*

MISTAKES TO CORRECT
- *Crossing water.*
- *Driving a vehicle through flooded areas.*
- *Underestimating the level and premature return to the area without authorization.*

EXERCISE SHEET 4 – SEVERE STORM

OBJECTIVE – Training in dynamic risk assessment and proper sheltering.
SCENARIO – *There is strong wind, torrential rain, and objects moving, carried by the wind.*
TASKS:
– Where do you take shelter?

SUGGESTED ANSWERS

- *Rapid shelter in a solid structure.*
- *Moving away from windows, trees, unstable objects.*
- *Giving up unnecessary travel.*

ARGUMENT – *Most accidents are caused by objects projected by the wind.*
– Which spaces are not safe?
SUGGESTED ANSWERS
In the event of a severe storm, open spaces, exposed or elevated areas, lightweight structures, as well as areas near trees, metal structures, and watercourses are not safe.
ARGUMENT – *These spaces increase exposure to extreme phenomena specific to severe storms – lightning, strong wind gusts, falling objects, flash floods – and do not offer adequate structural protection, which significantly increases the risk of injury or death.*

ESSENTIAL ELEMENTS TO CONVEY:

- *Objects carried and projected by the wind.*
- *Structures vulnerable to strong winds.*
- *Short reaction time.*

MISTAKES TO CORRECT

- *Standing under trees.*
- *Filming the phenomenon.*
- *Unnecessary movement.*

EXERCISE SHEET 5 – TORNADO

OBJECTIVE – Forming the reflex of immediate sheltering.
SCENARIO – *Weather warnings have been issued on the radio for the area where you are, there is loud noise and reduced visibility.*

TASKS:
– What is the optimal shelter?
SUGGESTED ANSWERS

- an interior room, without windows, located on the lowest level of a solid building, such as a basement, a special storm shelter, or an interior hallway,

ARGUMENT – *positioning at a lower level reduces exposure to extreme winds, low pressure, and flying debris.*
– What does NOT provide real protection?
INDICATIVE ANSWERS

- tents, caravans, or light vehicles;
- buildings or rooms with thin or unreinforced walls;
- rooms with large windows or exposed exterior walls;
- open spaces such as fields, parking lots, or sports grounds;
- improvised shelters or temporary structures.

ARGUMENT – *These spaces cannot withstand extreme winds and tornado-borne debris, making the risk of injury or death very high.*

KEY MESSAGES TO CONVEY:

- *Choose the lowest possible position.*
- *No windows.*
- *Protect your head.*
- *Avoid light structures and vehicles.*
- *The short duration and high intensity do not allow for "observing" the phenomenon.*

MISTAKES TO CORRECT

- *Getting close to the tornado to "see it." / Staying in the vehicle.*

EXERCISE SHEET 6 – LANDSLIDE

OBJECTIVE – Recognizing warning signs and early withdrawal.
SCENARIO – *There is heavy rain, cracks have appeared in the ground, and there are unusual noises.*
TASKS:
– What signs trigger evacuation?
INDICATIVE ANSWERS

- *Cracks in the ground, tilting trees, difficulty closing doors and windows, dull noises.*
- *Rapid increase in local water flow.*

ARGUMENT – *imminent risk to people's safety and the integrity of structures, which justifies preventive evacuation to reduce the risk of injuries, collapses, or flooding.*

– How do you communicate the risk?

INDICATIVE ANSWERS – *through clear and immediate warnings, using visual and acoustic signals.*

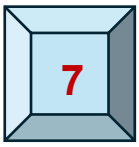
ARGUMENT – *it allows people in affected areas to react in time, move to safe zones, and take preventive measures, thereby reducing the risk of injury or material loss.*

KEY MESSAGES TO CONVEY:

- *Progressive onset.*
- *Speed of the phenomenon.*
- *Direction of movement.*

MISTAKES TO CORRECT

- *Getting close to observe*
- *Traversarea zonei instabile*



EXERCISE SHEET 7 – AVALANCHE

OBJECTIVE – Developing quick decision-making in a mountain environment.

SCENARIO – *You are in the mountains, the snow is unstable, and a slab fracture and avalanche occur.*

TASKS:

– What do you do in the first seconds?

GUIDELINE ANSWERS

When triggered:

Move sideways, not in the avalanche's path.

Release heavy equipment, if possible.

If you are buried:

Create an air pocket.

Conserve energy.

After the event:

Organize the search, call specialized services.

– What are the real chances of survival?

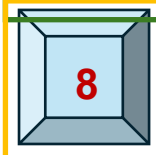
GUIDELINE ANSWERS – *The real chances of survival in an avalanche* ***depend on the response time.*** *The highest survival chances –* ***if rescued within the first 15 minutes. After 30 minutes, the risk of death increases significantly*** *due to suffocation or trauma.*

ESSENTIAL ELEMENTS TO CONVEY:

- *Lateral movement*
- *Crearea buzunarului de aer*
- *Organizarea căutării*

MISTAKES TO CORRECT

- *Descending in the avalanche's path*
- *Dezorganizarea grupului*



EXERCISE SHEET 8 – HEATWAVE

OBJECTIVE – Building the capacity to prevent and recognize a medical emergency.

SCENARIO – *It is summer, temperatures are extreme, and you have had prolonged physical activity.*

TASKS:

– How do you prevent heat exhaustion?

GUIDELINE ANSWERS

- *Constant hydration, adapting the schedule.*
- *Active cooling, frequent breaks.*

– When does it become an emergency?

GUIDELINE ANSWERS – confusion, hot skin, lack of sweating = heatstroke.

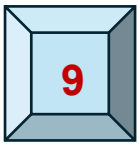
ARGUMENT – Heatstroke is a vital emergency, not discomfort.

ESSENTIAL ELEMENTS TO CONVEY:

- *Hydration.*
- *Răcire activă.*
- *Semne precoce.*

MISTAKES TO CORRECT

- *Exertion during peak hours.*
- *Consumul de alcool.*
- *Ignorarea simptomelor.*



EXERCISE SHEET 9 – EXTREME COLD

OBJECTIVE – Recognizing the risk with slow onset.

SCENARIO – *It is winter, you are in the mountains, and the temperature is below -10°C, the wind is blowing, you have had prolonged exposure to cold and you must continue moving to reach the cabin.*

TASKS:

– What are the first ignored signs?

GUIDELINE ANSWERS – Decreased dexterity, impaired judgment, shivering.

– How do you intervene in time?

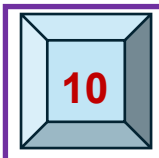
GUIDELINE ANSWERS – *Progressive thermal insulation; Drying clothes, caloric intake.*

ESSENTIAL ELEMENTS TO CONVEY:

- *– Hypothermia as a process.*
- *– Decreased dexterity.*
- *– Affected judgment.*

CORRECTED MISTAKES

- *– "Resist, it's not serious."*
- *– Wet clothes.*
- *– Isolation of the person.*
- *– Excessive effort.*
- *– Ignoring symptoms.*
- *– Alcohol consumption.*



EXERCISE SHEET 10 – DROUGHT / WATER CRISIS

OBJECTIVE – Developing medium- and long-term thinking in a crisis.

SCENARIO – *It is summer with extreme temperatures. Water resources are limited, and the radio has announced that the drought will continue for an extended period.*

TASKS:

– What long-term actions should you take?

GUIDELINE ANSWERS –

- *– Rationalizing consumption.*
- *– Prioritizing vital needs.*
- *– Clear communication in the community.*

ARGUMENT – *Drought is a prolonged crisis, and initial decisions influence medium-term survival.*

– What conflicts may arise?

GUIDELINE ANSWERS – *in a prolonged drought situation, conflicts may arise related to **access to drinking water and irrigation**, **limited agricultural resources**, disputes between **farmers, communities, or regions**, as well as social tensions caused by **food shortages** and imposed restrictions.*

ESSENTIAL TRANSMISSION ELEMENTS:

- *– Resource management.*
- *– Ethical decisions.*
- *– Communication.*

CORRECTED MISTAKES

- *– Uncontrolled water consumption.*
- *– Denying the duration of the crisis.*

TEACHING METHODS – NATURAL DISASTERS

DISASTER	SCENARIO	ACTION	REFLECTION	CORRECTION	REPETITION
EARTHQUAKE	– Nighttime narrative scenario.	– Protective position exercise.	– Guided debriefing.	– Reflex correction.	– Repetition.
STORMS	– Weather case study.	– Rapid sheltering decision.	– Guided discussion.	– "What we don't do".	– Re-scenario
TORNADOES	– Simulated alert.	– Role-play – sheltering.	– Decision analysis.	– Reflex correction.	– Quick rehearsal.
FLOODS	– Affected area map.	– Evacuation drill.	– Group reflection	– Order of actions.	– Varied scenario.
FIRES	– Home plan.	– Evacuation simulation.	– Structured discussion	– Wrong behaviors.	– Wildfire rehearsal.
HEATWAVE	– Situation at the workplace.	– Role-play.	– Symptom analysis	– Clinical differences.	– Rehearsal.
EXTREME COLD	– Prolonged exposure.	– Equipment decision.	– Guided discussion	– Correcting common mistakes.	– Rehearsal – mountain.
LANDSLIDES	– Affected village / road.	– Evacuation decision.	– Reflection	– Correcting common mistakes.	– Night scenario.
AVALANCHES	– Mountain route.	– Survival exercises.	– Time analysis	– Correcting common mistakes.	– Repetition.
DROUGHT	– Community without water.	– Resource management.	– Reflection	– Prioritization.	– Extended scenario.

SECTION 2 – MANAGING ACCIDENTS IN CRISIS SITUATIONS – *ROAD, AIR, RAIL, WATER/MARITIME, INDUSTRIAL, POWER OUTAGES, ANIMAL ATTACKS*

INTRODUCTION

Common characteristics of accidents

- ✓ Occur quickly, without warning.
- ✓ Cause a large number of casualties and severe injuries.
- ✓ Can generate major secondary effects - fires, explosions, or toxic spills.
- ✓ Require coordinated actions and strict communication.
- ✓ Often involve specialized technical resources.
- ✓ Can create panic and confusion.
- ✓ Have an intense emotional impact on survivors.

Managing accidents in crisis situations is one of the most common, unpredictable, **complex, and sensitive** forms of crisis situations, **requiring knowledge in the field of emergency response and first aid training**.

Unlike natural disasters, accidents are generated by human, technical factors, or combinations thereof, which gives them a sudden, violent character that is often difficult to anticipate. Road, air, rail, maritime, and industrial accidents, as well as special situations such as power outages or animal attacks, can generate events with multiple casualties, severe secondary risks, and a high degree of chaos. In these contexts, the initial reaction, rapid assessment of the situation, and making the right decisions are crucial for limiting the loss of life and preventing the situation from worsening. Professionals must understand in detail the mechanisms of these events and be able to train other adults in the spirit of a safe, structured intervention adapted to the reality on the ground.

In this regard, this subchapter aims to develop the operational skills and the capacity of instructors to convey coherently, correctly and responsibly critical knowledge applicable to a wide range of scenarios with major risk to life, health and the environment. At the same time, it offers an integrated view of accident management, emphasizing the recognition of secondary risks – fire, explosion, contamination, toxic smoke –, area securing techniques, rapid victim assessment and triage, as well as the application of basic first aid measures until specialized services arrive. It also highlights the role of witnesses and first responders, as well as the correct conduct in less common but highly dangerous situations, such as wild animal attacks.

By addressing this content, we believe that professionals will be prepared to develop relevant, realistic training programs adapted to the needs of learners, thus contributing to increased response capacity and a culture of safety in crisis situations.

SPECIFIC INFORMATION PROVIDED

ROAD ACCIDENT MANAGEMENT – *Prevention, reaction, initial intervention*





In road accident management, **prevention, reaction (with emphasis on avoiding panic) and intervention** are distinct, successive but interdependent stages. Correctly understanding the differences between them is essential, because confusion between concepts frequently leads to wrong behaviors in real situations. **The objectives pursued** are for instructors to be able to structure and convey the principles of preventing and managing road accidents, to correctly demonstrate and evaluate immediate reactions, victim assessment and basic first aid, and to coordinate training processes regarding communication, witness management and panic control in accident situations.

PREVENTION – the set of measures, behaviors and decisions taken before the accident occurs, aimed at reducing the likelihood of its occurrence or limiting the severity of its consequences. **Prevention is the first and most important level of road accident management.**	
MAIN CHARACTERISTICS	– It takes place before the event. – It is continuous and proactive. – It depends largely on the human factor. – It has the greatest impact on reducing the number of victims.
EXAMPLES OF PREVENTION	– Observance of traffic rules. – Adapting speed to road conditions. – Use of seat belts and protective equipment. – Defensive driving. – Pedestrians' attention when crossing.
Road safety does not begin at the moment of impact, but long before it!	
REACTION – the totality of immediate and instinctive actions taken in the first seconds and minutes after the accident occurs, before the actual organized intervention begins.	
MAIN CHARACTERISTICS	– It takes place immediately after the accident. – It is influenced by the level of training and emotion management. – It can prevent the situation from worsening or, on the contrary, make it worse.
EXAMPLES OF CORRECT REACTION	– Stopping in a safe place and self-protection. – Rapid assessment of immediate dangers. – Calling emergency services. – Avoiding moving victims without justified reason. – Examples of wrong reaction
The first minutes can save or lose lives!	
PANIC – an intense, sudden and uncontrolled emotional reaction triggered by the perception of a real or imagined danger, leading to the temporary loss of reasoning, decision-making and behavioral control. **Panic is one of the greatest secondary risk factors.**	
MAIN CHARACTERISTICS	– Rapid onset without prior rational process.

	– Loss of analytical and logical thinking capacity.
	– Disorganized behavioral reactions.
	– Amplification of the perception of danger.
	– It spreads quickly in groups, especially in crisis situations.
	– Intense physiological reactions
	  – increased heart rate.
	  – rapid breathing.
	  – trembling.
	  – excessive sweating.
	– Decreased communication capacity.

EXAMPLES	– Uncontrolled flight, running into the risk zone. – Blocking access for emergency crews. – Impulsive and dangerous actions.
Panic does not save lives; it endangers them! ***Controlling panic is a skill that is learned and practiced!***	
INTERVENTION – represents the set of organized, structured and deliberate actions carried out after the initial reaction, aimed at saving victims, stabilizing the situation and handing the case over to the competent authorities.	
MAIN CHARACTERISTICS	– It is conscious, structured and staged. – It unfolds until arrival or under the coordination of the authorities. – It follows clear protocols and has legal and competence limits.
EXAMPLES	– Securing the accident scene. – Assessing victims, applying triage, and providing basic first aid. – Coordinating witnesses. – Continuous communication with emergency services.
Effective intervention is one done correctly and safely!	

COMPARATIVE SUMMARY

	PREVENTION	CORRECT	INTERVENTION
MOMENT	– Before the accident	– Immediately after the accident	– After the initial reaction
PURPOSE	– Avoiding the accident	– Limiting chaos	– Saving and stabilizing
TYPE OF ACTIONS	– Proactive	– Instinctive / rapid	– Structured
IMPACT	– Maximum in the long term	– Critical in the short term	– Essential for victims

1. AVOIDING ROAD ACCIDENTS	

AVOIDING ACCIDENTS AS A PEDESTRIAN 	– **Any person** who travels on foot on a public road is a **PEDESTRIAN**.
	– The following are considered pedestrians:
	  – and **persons with locomotor disabilities** who travel using special vehicles.
	  – and **those who use roller skates** or other roller devices for movement.
	– Crossing only through marked places and respecting road signage.
	– Ensuring visual check on both sides, even on the green light.
	– Avoiding the use of mobile phones or headphones while crossing.
	– Wearing reflective elements at night or in reduced visibility.
	– Increased attention in high-traffic areas, near schools, public transport stops, or intersections

AVOIDING ACCIDENTS AS A DRIVER / MOTOR VEHICLE OPERATOR 	– Being a driver / motor vehicle operator is a very big responsibility! – 90% of accidents are caused by human errors that can be avoided. – The most important rules for surviving car travel are **fastening your seat belt** and **defensive driving - that is, obeying traffic laws.** – In the EU, more than 20,000 people die each year in road traffic accidents, and hundreds of thousands more are seriously injured. – The most dangerous periods are between 3:00 PM and 8:00 PM. – The days with more accidents are Friday and Monday. – Respecting speed limits and adapting speed to weather and traffic conditions. – Maintaining a safe distance. – Consumption of alcohol, drugs, or medications with sedative effects. – Avoiding distractions (phone, multimedia systems). – Checking the technical condition of the vehicle. – Anticipating the behavior of other road users (pedestrians, cyclists, motorcyclists).
SPECIFICS FOR BICYCLES, KICK SCOOTERS,  **MOTORCYCLES, AND MOPEDS**	– There are very few measures you can take before an imminent accident with a motorcycle/bicycle, given the increased vulnerability to impact. – Mandatory protective equipment – helmet, reflective elements). – Avoiding travel in the blind spots of vehicles. – In case of an accident: do not remove the motorcyclist's helmet unless necessary for breathing. – Increased risk of traumatic brain injuries and spinal lesions.

2. CORRECT REACTIONS IN THE EVENT OF A ROAD ACCIDENT	
CORRECT REACTIONS AS A PEDESTRIAN	– Stopping in a safe place, without entering the danger zone. – Calling emergency services and providing clear information. – Providing first aid only within the limits of your own competence. – Avoiding moving victims, except in situations of imminent danger – fire, explosion.
CORRECT REACTIONS AS A DRIVER	– Immediately stopping the engine and activating hazard lights. – Ensuring your own safety and that of passengers. – Placing reflective triangles. – Rapidly assessing the situation and calling the authorities. – Not leaving the scene of the accident.
CORRECT REACTIONS AS A PASSENGER IN A VEHICLE	– Staying calm and following the instructions of the driver or rescuers. – Self-assessment for injuries. – Evacuating the vehicle only if necessary and safe; – Supporting other passengers without creating additional risks.
3. SECONDARY RISKS IN ROAD ACCIDENTS	
RESCUER SAFETY IS PRIORITY	– Fire or explosion (fuel leaks). – Toxic smoke, metal fragments or glass, fallen power lines. – Uncontrolled traffic in the accident area.
4. SECURING THE ACCIDENT SCENE – *Steps for Securing the Scene*	
STEP 1 – Ensuring Your Own Safety	– Rapid assessment of the environment. – Wearing a reflective vest.
STEP 2 – Eliminating Immediate Risks	– Turning off engines and removing keys from the ignition. – Removing sources of fire. – Prohibiting smoking.
STEP 3 – Signalling the Scene	– Turning on hazard lights. – Placing reflective triangles: – at least 30 m within built-up areas; – at least 50–100 m outside built-up areas.
STEP 4 – Delimiting the Safety Perimeter	– Establishing a safe zone. – Directing witnesses outside the perimeter. – Avoiding movement near electrical cables.
STEP 5 – Preventing Secondary Accidents	– Stopping or slowing traffic if possible. – Designating a person to warn other drivers. – Continuously monitoring risks.
5. RAPID ASSESSMENT OF VICTIMS	
QUICK AND SYSTEMATIC	– Checking whether the person is conscious or unconscious. – Assessing breathing and circulation. – Identifying massive hemorrhages. – Observing the body position and any deformities.
6. TRIAGE TECHNIQUES FOR VICTIMS	
PRIORITIZING VICTIMS BY SEVERITY	– **MAXIMUM PRIORITY** – unconscious victims or those with difficulty breathing. – **IMMEDIATE PRIORITY** – uncontrolled hemorrhages. – SECONDARY PRIORITY – Conscious, stable victims.
7. BASIC FIRST AID IN ROAD ACCIDENTS	
– Controlling hemorrhages through direct compression. – Recovery position for unconscious victims who are breathing. – Immobilizing injured body parts without forced maneuvers. – Maintaining body temperature. – Continuous monitoring of victims until authorities arrive.	
8. THE ROLE OF WITNESSES UNTIL AUTHORITIES ARRIVE	
– Quickly alerting emergency services. – Transmitting correct and concise information. – Securing the area and preventing further accidents. – Providing first aid within the limits of one's competence. – Offering psychological support to victims (calm communication, reassurance).	

WORKSHEET 1 – INTEGRATED PRACTICAL EXERCISE
INITIAL MANAGEMENT OF A ROAD ACCIDENT
PREVENTION – SECURING – ASSESSMENT AND TRIAGE – FIRST AID – COORDINATION AND COMMUNICATION

LEVEL: Professionals
ACTIVITY TYPE: scenario analysis + simulation + practical test + role play + debriefing
ORGANIZATION: groups of 4–6 participants
RESOURCES: mannequin, first aid kit, gloves, bandages, thermal blanket, reflective vest, warning triangle, simulated phone, observation/evaluation sheet.

1. PURPOSE OF THE EXERCISE

Developing the skills needed to prevent and initially manage a road accident. Correctly applying procedures, identifying risk factors, setting priorities, making decisions under pressure, securing the area, assessing and triaging victims, providing first aid, coordinating witnesses/communicating with emergency services, and explaining the reasoning behind the actions taken.

2. TARGETED COMPETENCIES

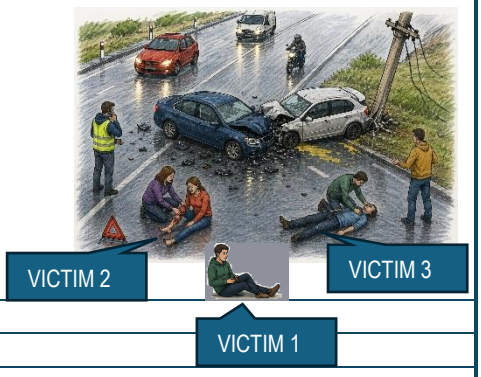
C1 – PREVENTION – Identifying risky behaviors and applying road accident prevention principles.
C2 – SECURING THE AREA – Managing the situation immediately after the accident, self-protection, identifying hazards, and preventing secondary accidents.
C3 – ASSESSMENT AND TRIAGE – Rapidly assessing victims and establishing intervention priorities.
C4 – FIRST AID – Applying basic first aid measures appropriate to the situation.
C5 – COORDINATION AND COMMUNICATION – Coordinating witnesses, providing basic psychological support, and communicating in a structured manner with emergency services.

The exercise scenario is presented, introducing information progressively so that participants are forced to observe, decide, and adapt, not just execute a memorized sequence.

The accident occurs at dusk, on a national road, near an intersection; it is raining, and visibility is reduced.
A driver is traveling at a speed inappropriate for the road conditions. Near the intersection, a pedestrian crosses while looking at their phone, and a motorcyclist is weaving between vehicles.
Two cars collide. One vehicle remains partially on the roadway, and the other is thrown near a lamppost.

At the accident scene, the following is observed:

- *Traffic is still active;*
- *Visibility is reduced;*
- *There are object fragments on the roadway;*
- *Fuel is leaking from one of the vehicles;*
- *There is a damaged streetlight and suspicion of fallen electrical wires;*
- *There are 3 victims;*
- *There are several witnesses with different reactions;*
- *Professional emergency services have not arrived yet.*



Victims' condition

- ***VICTIM 1 –*** *conscious, can move, has minor injuries.*
- ***VICTIM 2*** *– conscious, cannot move, and has significant bleeding from a limb.*
- ***VICTIM 3*** *– unconscious, breathing.*

Participants are assigned roles in rotation:

- *intervention coordinator;*
- *person providing first aid;*
- *witness;*
- *victim/manikin;*
- *112 caller;*
- *observer.*

The instructor can

Proceed with the exercise – STAGE 1 – ACCIDENT PREVENTION
SKILL 1 – SITUATION ANALYSIS
TASK 1 – IDENTIFY THE RISKS

- **Ask participants to analyze the existing situation** before the accident occurs and identify the behaviors and conditions that increase the risk:

.....

INDICATIVE ANSWERS



Participants can identify, for example:

- **Inappropriate speed** for the wet road and reduced visibility.
- **Failure to maintain a safe distance** from other vehicles.
- **Reduced visibility** caused by rain and dusk.
- **Wet/slippery road**, increasing braking distance and the risk of losing control.
- **Distracted pedestrian**, distracted by phone use while crossing.
- **Crossing without proper checking**.
- **Motorcyclist filtering through traffic**, with reduced visibility and maneuver space.
- **Heavy/active traffic**, limiting reaction time and possibilities.
- **Insufficient attention to vulnerable road users** – pedestrians and motorcyclists.
- **The combination of multiple risk factors** – bad weather + reduced visibility + speed + inappropriate behaviors.

The question arises – „*For each identified risk, what concrete measure could have prevented the accident or reduced its consequences?"*

TASK 2 – FORMULATE PREVENTION MEASURES

- **Identify at least 5 concrete prevention measures**, differentiated by road users:

ROAD USER	IDENTIFIED RISK	PREVENTION MEASURE
PEDESTRIAN	– Using the phone while crossing	– Stopping phone use and keeping attention on traffic
	– Crossing without checking	– Checking both directions and crossing only at designated places
MOTORIST	– Speed unsuitable for rain and reduced visibility	– Reducing speed and adapting it to road conditions
	– Insufficient distance from the vehicle ahead	– Increasing the safety distance to allow stopping on wet pavement
	– Reduced visibility	– Proper use of lights and increased attention
PASSENGER	– Not wearing the seat belt	– Wearing the seat belt correctly throughout the journey
	– Distracting the driver	– Avoiding behaviors that may distract the driver
MOTORCYCLIST	– Riding between vehicles in conditions of reduced visibility	– Adopting a traffic position that ensures visibility and sufficient maneuvering space
	– Inappropriate speed / sudden maneuvers	– Reducing speed and avoiding risky maneuvers on wet pavement
	– Reduced visibility for other road users	– Using visible/reflective equipment and appropriate lights
	– Reduced visibility	– Using lights and reflective elements
	– Unpredictable maneuvers	– Signaling intentions and performing maneuvers only after checking
	– Traveling at a speed unsuitable for the conditions	– Reducing speed on wet pavement and in high-traffic areas

NOTE – The answers are indicative. Any relevant and justified measure that eliminates or reduces the identified risk is accepted. The main aim is the participant's ability to correctly establish the link RISK → PREVENTIVE BEHAVIOR.

TASK 3 – EDUCATIONAL MESSAGE



Formulate a prevention message of at most two sentences for one of the categories above.
Message:
.....

OPTIONAL ANSWER

PARTICIPANT	PREVENTION MESSAGE
PEDESTRIAN	– *"Pay attention to traffic, not to your phone. Make sure it is safe before crossing – a few seconds of attention can save your life!"*
DRIVER	– *"Adapt your speed and safe distance to the road conditions. Anticipate the mistakes of other road users!"*
PASSENGER	– *"Wear your seat belt on every trip and avoid distracting the driver. The safety of the journey also depends on your behavior!"*
MOTORCYCLIST / CYCLIST	– *"Be visible and predictable in traffic. Signal your maneuvers, follow the rules, and adapt your speed to the road conditions!"*

NOTE – The answers are indicative. Any correct, concise message adapted to the target category is accepted, as long as it identifies a safe behavior and encourages risk prevention.

PERFORMANCE INDICATOR – The candidate is required to identify and explain at least 5 prevention measures, differentiated by role.

Example – adapting speed, keeping a safe distance, wearing a seat belt, avoiding phone use, and ensuring proper visibility in traffic.

STAGE 2 – THE FIRST 30–60 SECONDS AFTER THE ACCIDENT
COMPETENCE 2 – SELF-PROTECTION AND SECURING THE AREA
FIRST RULE – DO NOT BECOME ANOTHER VICTIM.

TASK 1 – INITIAL REACTION

The professional instructor:

- checks their own safety;
- observes the situation before approaching;
- identifies immediate hazards;
- avoids entering the risk zone unprotected;
- positions themselves in a safe place.

TASK 2 – HAZARD IDENTIFICATION

HAZARD	PRESENT	IMMEDIATE MEASURE – INDICATIVE ANSWER
Fire / explosion	NO	– Continuous surveillance of the area; – Eliminating ignition sources and maintaining a safe distance.
Spilled fuel	YES	– Avoiding contact and ignition sources; cordoning off the area and moving people away.
Smoke	NO	– Monitoring the situation; if smoke appears, moving away from the exposed area and avoiding inhalation.
Electrical cables	YES – possible	– Keeping distance and prohibiting approaching/touching the cables or elements in contact with them.
Active traffic	YES	– Warning road users and keeping people off the active roadway, without exposing the rescuer to traffic.
Unstable vehicles / elements	DA – possible	– Avoiding unnecessary approach and maintaining a safety zone around unstable vehicles/elements.

TASK 3 – SECURING THE AREA

Within the limits of possibility and without additional exposure:

- ✓ apply self-protection measures;
- ✓ signal the danger;
- ✓ delimit the safety zone;
- ✓ remove uninvolved persons;
- ✓ prevent the occurrence of secondary accidents.

Participants are asked to check the correct steps performed to secure the area

- ✓ ☐ Engine off, key removed.
- ✓ ☐ Hazard lights on.
- ✓ ☐ Reflective triangles placed correctly.
- ✓ ☐ Delimitation of the safety perimeter.
- ✓ ☐ Removal of uninvolved persons

PERFORMANCE INDICATOR – Correctly perform at least 80% of the necessary actions, without critical errors regarding exposure to traffic, fire, fuel, or electrical hazards.

STEP 3 – ASSESSING THE VICTIMS

COMPETENCY 3 – RAPID ASSESSMENT AND TRIAGE

The area being considered sufficiently safe for intervention, the participant begins assessing the victims.

TASK 1 – PRIMARY ASSESSMENT

For each victim, quickly check:

1. SAFETY	Is it safe to approach the victim?
2. STATE OF CONSCIOUSNESS	Does the victim respond?
3. BREATHING	Is the victim breathing normally?
4. MASSIVE BLEEDING	Is there bleeding that immediately endangers life?
5. GENERAL CONDITION	Are there any traumas or other obvious signs of severity?

TASK 2 – PRIORITIZATION

	CONDITION	PRIORITY / TRIAGE	JUSTIFICATION
VICTIM 1	Conscious, mobile, minor injuries		
VICTIM 2	Conscious, significant bleeding		
VICTIM 3	Unconscious, breathing		







We have three victims in the indicated condition – ***"Whom do you assess and help first and why?"***

.....

GUIDING ANSWER:

- **Victim 3** is assessed first because they are **unconscious**, requiring immediate checking of breathing and identification of a life-threatening condition.
- **Victim 2** requires rapid intervention to **control major bleeding**.
- **Victim 1**, conscious, mobile, and with minor injuries, has **low priority** but must be monitored.

PERFORMANCE INDICATORS

- performs the primary assessment within a maximum of 60 seconds per victim;
- follows the logical order of assessment;
- identifies life-threatening conditions;
- establishes and justifies priorities.

In a multiple-casualty situation, the priority is not the victim who draws the most attention, but the victim with the most urgent life-threatening condition.

SIMPLIFIED TRIAGE – the correct order of steps *for prioritizing victims in situations with multiple affected people – without intervention until authorities arrive*

STEP 1 – Identifying victims who can walk	– "Anyone who *can walk, move to this location."*	– MINOR INJURY	**Category – GREEN**
STEP 2 – Unconscious victims or those with breathing problems	– *Victims who are not breathing normally.* – *Unconscious victims*	– IMMEDIATE EMERGENCY	**Category – RED**
STEP 3 – Victims with massive bleeding	– *Uncontrolled bleeding.* – *Signs of shock.*		
STEP 4 – Conscious victims who cannot walk	– *Significant injuries but no life-threatening risk.*	– DELAYED EMERGENCY	**Category – YELLOW**
STEP 5 – Victims with no vital signs	– *Not breathing after opening the airway*	– NO VITAL SIGNS	**Category – BLACK**

COMMON MISTAKES THAT MUST BE CORRECTED

- Starting the victim assessment without ensuring scene safety.
- Detailed assessment before triage.
- Providing help to a single victim, ignoring the rest.
- Frequently changing priorities without reassessment.
- Confusing apparent severity with actual priority.

STEP 4 – PROVIDING FIRST AID

COMPETENCY 4 – PRACTICAL TEST

TASK – *Apply the first aid measures appropriate to the simulated situation, within the limits of acquired competencies and without worsening the victim's condition.*

The participant demonstrates that they know and can apply the STANDARDIZED STEPS FOR BASIC FIRST AID TECHNIQUES

BLEEDING CONTROL	– The first priority in a road accident, aiming to prevent massive blood loss and shock.
	CORRECT STEPS
	– Self-protection – gloves, if available.
	– Rapid identification of the bleeding source.
	– Applying **direct pressure** on the wound with:
	  – sterile dressing;
	  – clean cloth material – if no dressing is available.
	– Maintaining continuous pressure.
	– Elevating the limb – if there is no suspicion of fracture.
	– Securing the dressing.
	COMMON MISTAKES
	– Removing a blood-soaked dressing.
	– Applying substances directly to the wound.
	– Ignoring massive bleeding.

RECOVERY POSITION (PLS)	– For unconscious victims who are breathing normally. **CORRECT STEPS** – Checking breathing. – Positioning the near arm at 90°. – Bringing the opposite arm across the chest. – Bending the opposite knee. – Rolling the victim toward the rescuer. – Keeping the airway open. – Continuous monitoring. **COMMON MISTAKES** – Applying the recovery position to a victim who is not breathing. – Sudden movements of the head and spine.
IMMOBILIZATION AND PREVENTION OF HYPOTHERMIA	– To prevent worsening of injuries and shock. **CORRECT STEPS** – Limiting the victim's movements. – Supporting the injured segment. – Improvised immobilization – if necessary. – Covering the victim with a foil, blanket, or coat. – Protecting from cold or wet ground. **COMMON MISTAKES** – Forcibly straightening limbs. – Leaving the victim uncovered.

	– Unnecessary lifting or transport.
Basic first aid means doing simple things correctly, at the right time.	

PERFORMANCE INDICATOR
Correctly applies at least 3 first aid techniques/measures, without critical errors.
Basic first aid means doing simple things correctly, at the right time.

STAGE 5 – COORDINATION AND COMMUNICATION
COMPETENCE 5 – ROLE PLAY
There are several bystanders around the accident. The instructor may assign the following roles:

- cooperative bystander;
- panicked bystander;
- person trying to approach the danger zone;
- person who wants to move a victim;
- person available to carry out a task.

TASK 1 – COORDINATING BYSTANDERS
The designated participant must:

- calmly take over coordination;
- assign clear, individual, and verifiable tasks;
- keep uninvolved people outside the risk zone;
- provide basic verbal support to victims;
- check the execution of tasks;
- adapt the organization if new hazards arise.

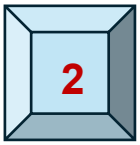
TASK 2 – SIMULATING THE CALL TO 112
The caller provides:

WHO? – identity and contact details;
UNDE? – locația exactă / reper / sens de mers;
CE? – tipul accidentului;
CÂTE? – numărul estimat al victimelor;
CARE ESTE STAREA LOR? – conștiente, inconștiente, hemoragii etc.;
CE PERICOLE EXISTĂ? – foc, combustibil, trafic, cabluri electrice etc.;
CE S-A FĂCUT? – securizare, prim ajutor și alte măsuri deja întreprinse.

Do not hang up until the operator indicates to do so.

PERFORMANCE INDICATORS

- correctly transmits at least 5 essential pieces of information;
- communicates clearly, calmly, and in a structured manner;
- assigns appropriate tasks to bystanders;
- maintains functional control of the situation.



GRID TEST MODEL
ASSESSED COMPETENCE – APPLYING ROAD ACCIDENT PREVENTION PRINCIPLES

Maximum score – 100 points – 10 points / correct answer per question
Instructions – Choose one correct answer for each question.

1. Which of the following behaviors represents a major risk for pedestrians?
- ☐ Crossing at a pedestrian crossing.
- ☐ Visually checking before crossing.
- ☒ Using a mobile phone while crossing.
- ☐ Wearing reflective elements.

2. What is the most effective preventive measure for a driver in low visibility conditions?
- ☐ Increasing speed to reduce travel time
- ☒ Adapting speed and increasing the safety distance.
- ☐ Using the horn.
- ☐ Turning on hazard lights.

3. Passengers can contribute to preventing road accidents by:
- ☐ Distracting the driver.
- ☐ Refusing to wear the seat belt.
- ☒ Warning the driver about risky situations.
- ☐ Using the phone on speaker.

4. What is the main risk factor for electric scooter users?
- ☐ Low speed.
- ☐ Lack of roadway.
- ☒ Low visibility and lack of protective equipment.
- ☐ Using the dedicated lane

5. For motorcyclists, the most important preventive measure is:
- ☐ Avoiding rearview mirrors.
- ☒ Wearing a helmet and protective equipment.
- ☐ Riding between lanes without signaling.
- ☐ Accelerating at intersections

6. Which of the following behaviors is considered preventive for all road users?
- ☒ Anticipating the behavior of others.
- ☐ Impulsive reaction.
- ☐ Ignoring the rules.
- ☐ Aggressive driving

7. Which of the following situations represents preventive behavior for pedestrians at night?
- ☐ Crossing through unmarked places to shorten the route.
- ☐ Wearing dark-colored clothes.
- ☒ Wearing reflective or luminous elements.
- ☐ Crossing at a run

8. In rainy or wet road conditions, the most correct preventive measure for a driver is:
- ☐ Maintaining the same speed as on dry road.
- ☒ Increasing the safety distance from the vehicle ahead.
- ☐ Braking suddenly when approaching intersections.
- ☐ Using hazard lights while driving

9. What is the main risk for passengers of a vehicle who do not wear the seat belt?
- ☐ Discomfort during the trip.
- ☐ Fines.
- ☒ Being thrown inside or outside the vehicle in the event of an impact.
- ☐ Arriving late at the destination

10. For bicycle and electric scooter users, effective prevention involves:
- ☐ Riding on the sidewalk regardless of the situation.
- ☐ Ignoring traffic signs.
- ☒ Using protective equipment and following traffic rules.
- ☐ Moving at maximum speed to avoid cars

SECTION 3 – AVIATION ACCIDENT MANAGEMENT

Aviation accidents are particularly complex emergency situations, characterized by high impact energy, structural damage, fires, debris dispersion, and the possibility of a large number of casualties. The resulting environment can be unstable, difficult to assess, and marked by rapidly evolving hazards.

Compared to other major accidents, an aviation accident can simultaneously generate multiple casualties, an extended intervention perimeter, and numerous primary and secondary hazards: fires, fuel, unstable fragments, toxic smoke, pressurized equipment, or energy sources.

In these conditions, the priority is your own safety, assessing the situation, identifying hazards, alerting specialized services, and correctly transmitting information. We must keep in mind that an uncoordinated intervention can turn the rescuer into a new victim.

This subchapter aims to develop the ability of instructors to explain the particularities of aviation accidents, the principles of survival and evacuation, the specific risks, and the logic of the initial response.

Learning objectives

At the end of the activity, instructors must be able to:

- explain the particularities of an aviation accident;
- identify the main hazards;
- explain what must be done, in what order, and why;
- present the principles of immediate evacuation and survival;
- explain the general principles of managing multiple casualties;
- transmit this knowledge through demonstrations and practical exercises.

SPECIFIC INFORMATION TRANSMITTED



CHARACTERISTICS OF AVIATION ACCIDENTS

✓ Aviation accidents are distinguished from other types of major accidents by their **scale and unpredictability**, but also by an **extremely high level of impact energy**, which generates a complex and chaotic operational picture. ✓ **Survival depends primarily on MENTAL PREPARATION and IMMEDIATE REACTION!** ✓ As a rule, the average evacuation time should be **under 90 seconds (one and a half minutes)!**	
DEFINING ELEMENTS OF AVIATION ACCIDENTS	– **MAJOR IMPACT AND DESTRUCTION** – **On the environment –** very high kinetic energy at impact, even at low approach speeds; – **On people –** trauma and severe injuries to both passengers and people on the ground.
	– **STRUCTURAL DISLOCATION AND DEBRIS DISPERSION.** – fragmented fuselage, detached wings, dislocated engines; – impossibility of quickly identifying the aircraft's initial configuration; – debris field extending over hundreds of meters or kilometers; – large-mass fragments projected at a distance.
	– **MASSIVE FIRES AND SMOKE** – rapid burning of aviation fuel; – smoke and toxic gases; – extremely high temperatures, with risk of re-ignition.
SECONDARY HAZARDS	– fuel leaks; – unstable structural elements; – pressurized equipment and energy sources; – damaged batteries and other components; – sharp or unstable fragments.
PSYCHOLOGICAL IMPACT	– shock and disorientation; – intense noise; – panic; – difficulty communicating and making decisions.
IMMEDIATE RESPONSE – STANDARD SEQUENCE	– The **INITIAL RESPONSE** must be **disciplined, sequential, and safety-oriented**, not impulsive intervention.
	PROTECT YOURSELF – keep your distance from the wreckage and fire; – avoid smoke, fuel, and unstable areas; – do not enter a hazardous area without the necessary training and equipment.
	ASSESS – observe the situation from a distance; – identify fires, smoke, leaks, and other hazards; – estimate the scale of the event and the number of casualties.

	ALERT AND REPORT – Transmit concisely: – the exact location; – the approximate type/size of the aircraft, if it can be determined; – the presence of fire; – estimated number of casualties; – observed hazards; – possible access for emergency services.
	PROVIDE ASSISTANCE WITHIN THE LIMITS OF COMPETENCE – intervention on casualties begins only when it can be carried out without unjustified exposure to danger. **SAFETY → ASSESSMENT → ALERT → INTERVENTION**
CASUALTY MANAGEMENT	**MULTIPLE CASUALTIES** – Accidents involving aircraft can simultaneously produce casualties with: – polytrauma; – hemorrhages; – burns; – head injuries; – internal injuries; – poisoning or impairment from smoke inhalation; – traumatic and psychological shock. – In incidents with multiple casualties, available resources must be used according to the priorities established by applicable triage systems and the competence of the personnel.
PRE-FLIGHT PREPARATION	**PREVENTIVE ATTITUDE AND REDUCING REACTION TIME** – Information is provided regarding: – Carefully following the safety briefing conducted by the crew. – Identifying the main exit from the aircraft and an alternative one; – Observing the distance to exits, including the approximate number of rows; – Knowing how to use the seat belt and locating the emergency equipment indicated by the crew; – Wearing footwear and clothing that do not hinder evacuation.
IMPACT REACTION – BRACE POSITION	**REDUCING THE RISK OF INJURIES** – The brace position indicated for the seat/aircraft configuration and according to crew/operator instructions is explained and demonstrated. – Information is provided regarding: – Seat belt correctly and tightly fastened; – Body positioned to reduce uncontrolled movement; – Head and limbs protected; – Following crew instructions. – The exact position may vary depending on the seat type and configuration.
EVACUATION AFTER IMPACT	**RAPID AND SAFE EVACUATION IS A PRIORITY** – Information is provided regarding: – Listen to and follow crew commands; – Identify the nearest usable exit; – Abandon luggage; – Avoid smoke and fire; – Move quickly without blocking the evacuation flow; – After exiting, move away from the aircraft and follow the rescuers' instructions; – Help others only if it does not compromise your own evacuation; – If an exit is blocked by fire, smoke, or other hazards, an alternative exit must be used.
SURVIVAL IMMEDIATELY AFTER EVACUATION	**SELF-PROTECTION, ORGANIZATION, AND MUTUAL SUPPORT** – Information is provided regarding: – Moving away from immediate hazards; – Keeping the group in a safe area; – Alerting rescuers and facilitating their locating you; – Providing first aid within the limits of your competence; – Protection against cold, heat, and weather; – Rational management of available resources. – **In isolated areas, the following are additionally pursued:** – Organizing survivors; – Protection from the environment; – Conserving resources; – Signaling your position;

	– Avoiding unnecessary movements that could hinder being located.

– Write on the board/flipchart: **SUMMARY – ESSENTIAL SURVIVAL RULES**

SITUATION	PRIORITY ACTION	WHY?
IMMINENT IMPACT	– Adopt the brace position and fasten the seatbelt correctly.	✓ Reduces the risk of injury.
DITCHING	– Prepare the life vest according to crew instructions; do not inflate it in the cabin.	✓ A prematurely inflated vest can hinder evacuation.
SMOKE IN THE CABIN	– Evacuate quickly, staying as far as possible from the dense smoke layer, if the situation allows.	✓ Reduces exposure to smoke and toxic gases.
BLOCKED EXIT	– Use an alternative usable exit.	✓ Avoids exposure to fire and other hazards.
AFTER EVACUATION	– Move away from the aircraft and gather in a safe area.	✓ There is a risk of fires and other secondary hazards.
ISOLATED AREA	– Maintaining the group and signaling position.	✓ Increases the chances of being located and limits risks.
COLD/WIND	– Insulation from the ground, wind protection, and heat conservation.	✓ Reduces heat loss.

MENTAL PREPARATION BEFORE TAKEOFF

PURPOSE – conveying the essential information that instructors will pass on to trainees, to demonstrate the importance of attention and risk anticipation even before the flight.

– **Encourage trainees to listen carefully to the safety briefing** provided by the crew, even if they have previous experience. Explain that refreshing knowledge reduces errors in critical situations.
  – **Identifying emergency exits and the alternate exit** is essential – reaction time is critical in the first seconds after impact.
  – **Memorizing the distance to exits**, the number of seat rows, helps with orientation in case of smoke or reduced visibility.
– **Practical aspects to convey to trainees**:
  – Locating the life vest, fastening the seatbelt, wearing shoes.
  – Choosing comfortable, appropriate clothing made of natural materials, sports shoes, avoiding heavy objects or high heels.

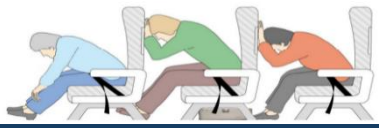


REACTION DURING IMPACT – *"BRACE POSITION"*



PURPOSE – explaining to trainees how to minimize injuries at the moment of collision. Professionals demonstrate practically and use mannequins to show the correct position and its effects.

– **The seatbelt must be fastened tightly at hip level.**
– **Leaning forward protects the head and vital organs:**
  – Head between hands, hands on the back of the front seat or on the knees.
  – Feet firmly on the floor, knees together.



IMMEDIATE EVACUATION AFTER IMPACT

PURPOSE – to convey to trainees, using simulated scenarios, that personal safety comes before helping others, and rapid evacuation is a priority.

– **Staying calm** is essential; evacuation is carried out following the emergency lighting and crew instructions.
– **In the presence of smoke**, moving crouched and breathing through clothing or a textile mask is recommended to reduce smoke inhalation.
– **Personal baggage must not be taken or carried –** every second is critical for evacuation.
– **Providing assistance to other people** is done only if it does not compromise the safety and efficiency of the evacuation.
– Preparation for difficult situations includes **using the inflatable slide, crawling, or passing through small fires,** when necessary.



SHORT-TERM SURVIVAL AFTER EVACUATION

PURPOSE – developing trainees' ability to organize and protect themselves after aircraft evacuation. Professionals will in turn use group exercises for organizing and triaging survivors, demonstrating prioritization and personal safety.

- Moving away from the aircraft wreckage to avoid fires or possible explosions.
- Counting survivors and organizing the group. Explaining the role of the temporary group leader.
- Knowing how to apply basic first aid, especially for hemorrhages, fractures, breathing problems, and shock.
- Ways to maintain body heat – improvised shelter, insulating materials.
- Collecting useful resources – water, signaling materials, survival items.
- How to signal rescuers – large symbols, mirrors, controlled fire, reflective materials.

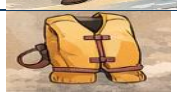


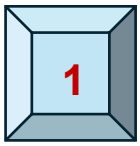


IMPORTANT RULES FOR SURVIVAL IN CASE OF AN AVIATION ACCIDENT



The rules are explained through the reasoning behind the action, so that trainees understand why that action is taken.

SITUATION	RECOMMENDED ACTION	
FRONTAL IMPACT	– **Adopting the brace position** with the seatbelt tightly fastened at hip level to protect the head and vital organs.	
WATER LANDING (DITCHING)	– **Preparing the life vest** without inflating it inside the aircraft, to avoid blockage or injury in the cabin. – The vest is inflated after entering the water.	
THICK SMOKE IN THE CABIN	– **Moving crouched, breathing through fabric or a mask** to reduce inhalation of toxic smoke.	
FLIGHT OVER REMOTE AREAS	– **Keeping the group together** and avoiding individual movement; – Personal safety and coordination with others are essential.	
LOW TEMPERATURES OR STRONG WIND	– **Insulating the body from the ground,** wearing multiple layers of clothing and protecting extremities to maintain body heat	



EXERCISE SHEET FOR AVIATION ACCIDENT MANAGEMENT SIMULATION, PRACTICAL EXERCISES AND ROLE-PLAY

PURPOSE – preparing professionals to convey the necessary information to trainees for the effective management of an aviation accident through – establishing a safe perimeter, initial reporting to authorities, and victim triage, while maintaining personal safety and intervention efficiency.

- **The following scenario is presented –** *A light aircraft (4-6 seats) has crashed near a forest, at the edge of a secondary road, with limited road access. You witness the event and are the first to arrive at the crash site. The area is strewn with debris within 10–50 m perimeters, there is moderate smoke, possible minor fire and fuel leaks, and the wind may spread fire and smoke. There are multiple casualties dispersed around the wreckage – one injured but conscious, one unconscious, and one with active bleeding.*
- **The following tasks are assigned:**
  - **Participants are divided into two groups –** instructors and trainees, in turn divided into two groups / workshops each, with each workshop responsible for one task – observer, reporter. Groups will rotate at the instructor's command.

TASK 1 FOR TRAINEES –	*Mark the safe perimeter – visually mark the perimeter using stakes, tape, or visible objects, to protect rescuers and prevent contamination or further injuries. Present the reasoning for each established distance and the associated risks.*
TASK 1 FOR INSTRUCTORS –	*Observe and correct the marking of the safe perimeter.*
TASK 2 FOR TRAINEES –	*Notify the authorities about the aviation accident.*
TASK 2 FOR INSTRUCTORS –	*Analyze from the perspective of message standardization compliance and correct the accuracy and clarity of the report.*

SUGGESTED SOLUTION APPROACH

TASK 1 – MARKING THE SAFE PERIMETER – possible solution

- **TRAINEES** marked three zones and presented the following reasoning for the demarcation:
  - **10 M – DANGER ZONE** – the immediate area near the aircraft wreckage, large fragments, smoke, fuel leaks.
  - **20 M – BUFFER ZONE** – limited access, only for special equipment and trained personnel.
  - **50 M – OUTER ZONE** – observers and logistics, safety for support personnel and logistical equipment.

- **INSTRUCTORS – used the following observation and evaluation sheet.**

SECTION 4 – MANAGEMENT OF RAILWAY / METRO ACCIDENTS

Managing emergency situations in railway transport and the metro represents an essential component of training in the field of safety and protection of persons.

Although statistically these means of transport are considered safe, the occurrence of an accident or a major incident can generate a significant impact on the lives and integrity of passengers, especially due to enclosed spaces, the large number of people involved, and the complexity of the technical infrastructure.

Railway accidents and metro incidents are characterized by:

- ✓ high density of people,
- ✓ enclosed or semi-enclosed spaces,
- ✓ high speed and large vehicle mass,
- ✓ difficult access for emergency teams,
- ✓ major risk of collective panic.

The professional instructor must convey what participants should do and, in addition, very importantly:

- ✓ why certain behaviors increase the chances of survival,
- ✓ how extreme stress and decisions under pressure are managed,
- ✓ what the real limits of individual intervention are.



This subsection is conceived as a working tool for professionals , aiming to develop their ability to convey correct, coherent, and applicable information regarding behavior in the event of a railway or metro accident, and to consolidate the prevention, reaction, and behavioral education skills necessary for instructing target groups.

It is important to emphasize that survival in a railway accident does not depend exclusively on the intervention of emergency teams, but to a large extent on the actions taken by passengers in the first moments after the event occurs. Decisions made under pressure, lack of information, or impulsive behaviors can amplify risks and can lead to additional victims. For this reason, the role of the professional instructor is to clarify the difference between instinctive reaction and correct behavior, based on safety procedures and rules.

The subchapter addresses, in a structured manner, the essential elements that any professional instructor must master and be able to pass on – *what must be known before boarding a carriage, how to act immediately after a forced train stop, what the correct measures are in case of fire, the rules for moving through metro tunnels, as well as the recommended conduct in situations where a person is injured or trapped.* At the same time, behaviors that must be avoided are highlighted, because they can worsen the situation or endanger one's own life and the lives of others.

Within the training process, this topic must be treated not only as a set of theoretical information, but as an exercise in professional responsibility. The professional instructor becomes a vector of safety, and the way they convey information, the examples they provide, and the emphasis placed on behavioral disciplines directly influence the trainees' ability to react correctly in real situations. Therefore, this subchapter constitutes the basis for developing effective, adaptable training sessions oriented toward preventing loss of life in the context of railway and metro accidents. **The objectives pursued are for** instructors to be able to e**xplain clearly and in a structured manner** the correct behaviors and safety procedures in the event of a railway or metro accident, to i**dentify and emphasize** the essential aspects of prevention, immediate reaction, and personal protection, so that trainees retain and apply them, to c**orrect and manage** the trainees' emotional reactions, promoting calm and discipline, and to e**valuate and provide feedback** on the application of correct procedures and the consolidation of safety behaviors.



In railway accidents, discipline, calm, and adherence to procedures save more lives than instinctive reactions.

SPECIFIC INFORMATION CONVEYED TO PROFESSIONALS

1. WHAT TO KNOW BEFORE BOARDING THE CARRIAGE

SAFETY ELEMENTS TO IDENTIFY – *preventive education*	Trainees must be taught to observe: – Emergency exits and how to open them – doors, windows, hatches. – The position of fire extinguishers, emergency hammers, and information panels. – Alarm devices – SOS button, intercom. – Safety signage in the carriage – especially on the metro. ***Those who know where the exits are save time in critical situations.***
CHOOSING YOUR SEAT IN THE CARRIAGE	Recommendations to pass on: – Avoid areas near the doors – during peak hours there is a risk of crowding. – Position yourself away from bulky luggage, shelves, or unstable objects. Secure luggage so it does not become dangerous. – Be aware that the first and last carriages may carry different risks, depending on the type of incident.
MENTAL PREPARATION	Messages for instructors: – Survival begins with situational awareness. – Most victims are affected by disorientation and the panic created, not by the initial impact.

WHAT TO DO IMMEDIATELY AFTER THE TRAIN COMES TO A FORCED STOP

THE FIRST SECONDS – PERSONAL STABILIZATION	Clear instructions are given:  – **Stay in place for a few seconds.** – **Do not panic** – chaotic reactions can create additional dangers. – **Assess the situation quickly** – Is there smoke? Is there a burning / gas smell? Are there sparks, unusual noises?, Is the train tilted? – **Stabilize your position and protect your head and airways** if there is dust or smoke. – **Check if you are injured** or if there are people in difficulty near you.
THE FIRST MINUTES	**Emphasis is placed on the procedures to follow:** – **Wait for instructions from railway staff;** – **Use the communication systems** in the carriage if there is no information; – **Prepare yourself mentally for evacuation**, but do not initiate it without instructions.
COMMUNICATION AND INFORMATION	**It is emphasized:** – Listen carefully to **official announcements** – sometimes the sound systems work even after an incident. – **Premature individual initiatives can amplify the risk.** – **Use the phone only for real emergencies** – networks may be overloaded.
IMMEDIATE ASSISTANCE	– help only if you do not expose yourself to additional danger, – point out injured people to staff or emergency teams, – apply basic first aid only if you have the necessary skills.
The train stopping does not automatically mean imminent danger, but neither does it mean freedom of action.	

2. WHAT TO DO IN CASE OF FIRE IN THE METRO

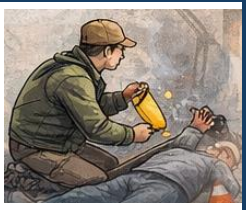
RECOGNIZING THE DANGER	**How to recognize the risk is explained:** – dense smoke, burning smell, rapid temperature rise; – interruption of lighting or ventilation. **And the difference between:** – localized fire – equipment, cables. – toxic smoke – the main lethal factor in railway accidents. *Fire in a train/metro is an extremely fast enclosed-space fire.*
CORRECT BEHAVIOUR 	**Emphasis is placed on THE PROCEDURES TO FOLLOW:**  – staying calm – *panic accelerates the inhalation of toxic gases;* – moving bent over, below the smoke level. *Smoke is more dangerous than flames;* – covering the mouth and nose with a textile material. – using fire extinguishers only for incipient fires, without blocking the evacuation. – **lying on the metro floor or getting off the metro, at the instruction of the metro driver** – smoke rises, clean air is near the floor. – avoiding running. **The EVACUATION METHODS are explicitly detailed:** – evacuation in the direction indicated by staff or marked with emergency lighting, reflective markings towards exits or galleries. – **do not go back for belongings.** – **maintain visual or physical contact with the group,** especially on the metro.

3. WHAT TO DO IF MOVING THROUGH THE METRO TUNNEL IS NECESSARY

BASIC RULES FOR MOVING THROUGH THE METRO TUNNEL 	**The basic rules are explained:**  – **move only at the instruction of staff or intervention teams**; – **keep the indicated direction** given by staff or existing signage. – **it is forbidden to get down onto the tracks** without a clear order from authorised personnel *– the live rail is lethal.* – **move only on the side technical walkways**, never between the rails, – **respect marked paths** and handrails. – **avoid touching wet walls** or pipes. – **move as a compact group, without running**, until the nearest station or technical niche (refuge).
SPECIFIC TUNNEL RISKS	**It is clarified and explained:** – risk of electrocution – the metro rail. – lack of orientation and distorted perception of distances. – appearance of sound echo. – reduced visibility.

	– heightened psychological stress. – limited ventilation and noise.
"The tunnel is not a refuge space, but a controlled transit area.	

4. WHAT TO DO IF YOU ARE TRAPPED, BLOCKED OR INJURED

IF YOU ARE BLOCKED	**Emphasis is placed on THE PROCEDURES TO FOLLOW:** – staying calm and avoiding panic. – saving energy. – signalling procedures – make yourself visible and audible periodically, not continuously – you exhaust the oxygen. – using the phone only if you have a signal and clear information to transmit. – strictly following the rescuers' instructions.
IF YOU ARE INJURED	**The course of action and recommended first aid measures are explained:** – assessing the severity of injuries. – stopping major bleeding – compression and direct pressure. – Immobilizing painful areas. – covering wounds with clean textiles and preventing infections. – avoiding unnecessary movement, especially if trauma is suspected. – clearly signaling your position by phone, flashlight, rhythmic knocking. 
IMMEDIATE PSYCHOLOGICAL SUPPORT	**Simple calming techniques are detailed and demonstrated** – controlled breathing techniques and how to communicate calmly with other survivors.



5. WHAT NOT TO DO – situations that must be strongly emphasized in training sessions.

- **DO NOT** force metro/train doors or windows unless necessary.
- **DO NOT** run and **DO NOT** push.
- **DO NOT** get down onto the tracks on your own initiative – the power line can carry 750V+ and remains live.
- **DO NOT** go back for personal belongings.
- **DO NOT** use open flames.
- **DO NOT** spread unverified information.
- **DO NOT** use your phone for filming at the expense of safety.
- **DO NOT** separate children, vulnerable people, or the injured from the group.



Most secondary casualties result from wrong decisions, not from the initial accident.

6. SURVIVAL RULES IN 3 STEPS

- **PROTECT YOURSELF –** breathe properly, avoid electrical hazards.
- **DECIDE** – stay put or evacuate – depending on the danger.
- **ACT –** help, orient yourself, keep contact with the group.

EXERCISE SHEET – MANAGEMENT OF RAILWAY / METRO ACCIDENTS
APPLIED TRAINING SESSION – CASE STUDY, DECISION-MAKING SIMULATIONS UNDER STRESS, EXERCISE "What would you do if…?", ANALYSIS OF FREQUENT MISTAKES

PARTICIPANTS – Professionals
PURPOSE – Developing facilitation, communication, and proper training skills for the correct management of crisis situations caused by railway/metro accidents.
OBJECTIVES – By the end of the session, instructors must be able to:

- Clearly and practically explain the correct behaviors and safety procedures in the event of a railway or metro accident.
- Create and facilitate practical exercises, scenarios, and simulations for trainees.
- Identify and correct frequent mistakes made.
- Manage trainees' emotional and impulsive reactions.
- Evaluate and provide structured feedback on the application of correct procedures.

STRUCTURE OF THE APPLIED TRAINING SESSION

STAGE	METHOD	DURATION	MATERIALS	TASKS / GUIDELINES
1. INTRODUCTION	**Guided presentation and discussion**	10 min	– Presentation, flipchart, markers.	– Context of railway accidents, importance of the instructor's role.
2. CASE STUDY	**Scenario presentation, small group work**	15 min	– Case study sheet.	– Identifying correct actions, common mistakes, and strategies for managing panic.
3. DECISION-MAKING SIMULATIONS UNDER STRESS	**Role play**	15 min	– Role sheets, scenario.	– Correct reaction in tense situations, the difference between instinct and procedure.
4. EXERCISE *"WHAT WOULD YOU DO IF…?"*	**Guided discussion**	15 min	– Flipchart / sheets.	– Responses to hypothetical situations, prioritizing safety and protection.
5. ANALYSIS OF COMMON MISTAKES	**Guided discussion**	10 min	– List of mistakes.	– Classification of risks and proposals for safe alternatives.
6. CONCLUSIONS AND RECAP	**Presentation and final discussion**	10 min	– Flipchart..	– Reinforcing procedures and messages.
THE ROLE OF THE INSTRUCTOR	– Demonstrated, observed, and evaluated competencies and the ability to be a behavioral role model, corrected mistakes.			

- **The following scenario is presented –** *A metro train stops suddenly between stations due to a technical malfunction. A strong smell of smoke is felt in the car, and the flashing lights create panic among passengers.*
- **The following tasks are assigned –**
  - Identify the **correct actions** that passengers could take in the first minutes.
  - Mark the **common mistakes** and **dangerous reactions** that can increase risks.
  - Propose **strategies to manage panic** and communicate calmly in the car.

POSSIBLE GUIDELINE ANSWERS

CORRECT ACTIONS	COMMON MISTAKES
– Maintaining calm;	– Forcing doors or breaking windows;
– Rapid assessment of the situation;	– Climbing down onto the tracks or into the tunnel without authorization;
– Signaling to staff and using the alarm system;	– Spreading panic;
– Protecting your own life and those around you;	– Ignoring staff instructions.
– Preparing for evacuation according to instructions.	– .....
–	– .....
STRATEGIES FOR MANAGING PANIC	
– Act calmly, speak clearly and slowly – A calm behavioral example immediately influences the group.	
– Repeating simple, easy-to-remember commands.	
– Dividing passengers into small groups – reduces the mass effect and collective panic.	
– Distracting attention and guiding actions – Redirecting attention to concrete actions	
– Maintaining controlled visual and physical contact - Guiding vulnerable individuals through gentle touch (hand on shoulder) or by indicating the direction provides a sense of safety and control.	
– Encouraging slow, deep breathing to reduce anxiety.	
– Avoiding escalation of panic	
– Confirming the group's correct steps and praising safe behaviors.	

- **An injection is introduced –** *a panicked person wants to force open the doors*.
- **The following questions and possible guiding answers are addressed:**

What decisions must you make immediately?

– *I assess the situation and see if there is an imminent danger.*
– *I move passengers away from the door area, if possible.*
– *I intervene calmly but firmly to stop the impulsive action and explain the risks,*

How do you intervene to protect the safety of the group?

– *I intervene verbally, directly and calmly – "The doors cannot be opened manually; the risk is very high. Please wait for staff instructions. Better yet, let's sit down, check the emergency exits together, and wait for instructions."*

How do you explain the difference between instinct and procedure?

– ***INSTINCT** – the immediate, emotional reaction to escape or take control – "I want to get out of here quickly and I'm forcing the door."*
– ***PROCEDURE** – the rational and safe action, based on rules and experience – "We stay calm, wait for instructions, and use the exits designated by authorized personnel."*
– *Instinct can be dangerous in complex technical situations. Procedure protects us all and minimizes risks.*

– **The following handouts are distributed and each group is asked to fill in the answers for the following hypothetical situations – *"What would you do if...?"*:**

1. *The train stops suddenly and you smell smoke – WHAT DO YOU DO IMMEDIATELY?*

.....
.....

GUIDANCE ANSWER – *low stance, respiratory protection, informing staff.*

2. *A passenger is trapped between the train doors – HOW DO YOU HANDLE THE SITUATION WITHOUT WORSENING THE INJURY?*

.....
.....

GUIDANCE ANSWER – *I do not force; I signal and help calmly.*

3. *Evacuation through the tunnel is necessary – WHAT SAFETY RULES DO YOU FOLLOW?*

.....
.....

GUIDANCE ANSWER – only at staff direction, in a compact group, following markings and technical handrails.

4. *You notice an alone and panicked child in the carriage – HOW DO YOU PROCEED?*

.....
.....

GUIDANCE ANSWER – calmly, gentle approach, guidance according to procedures, maintaining visibility and security.

– **The ANALYSIS OF FREQUENT MISTAKES is carried out and the list is outlined on a flipchart for discussion and correction.**
– **The mistakes are to be classified according to risks to one's own life, risks to others, and correct and safe alternative proposals are requested to complete the table.**



Using flipchart

GUIDANCE SOLUTION FOR THE TASK / MODEL

– Each group notes each dangerous behavior on the sheet.
– It is discussed which behaviors endanger **one's own life** and which endanger **the lives of others**.
– The group suggests correct and safe actions, following standard procedures.

TABLE OF ANALYSIS OF FREQUENT MISTAKES

COMMON MISTAKE	RISKS TO ONE'S OWN LIFE	RISKS TO OTHERS	CORRECT AND SAFE ALTERNATIVE
Forcing the doors or breaking the windows	–Serious injury. –Electrocution. –Falling onto the track.	–Injuring other passengers. –Blocking the evacuation.	–Waiting for staff instructions. –Using the emergency exits.
Entering the tracks or tunnel without authorization	–Electrocution. –Falling. –Struck by train.	–Creating panic –Obstacles to evacuation –Risk of additional accidents	–Evacuation according to procedures and instructions from authorized personnel.

Ignoring railway staff instructions	– Exposure to uncontrolled hazards. – Wandering in the tunnel.	– Creating blockages – Confusion – Delaying the intervention of teams	– Following the instructions and signals of the intervention personnel.
Spreading panic or filming the incident to the detriment of safety	– Increased staff stress. – Risk of accident.	– Increased collective panic. – Blocking exits. – Delayed evacuation	– Maintaining calm. – Encouraging the group. Prioritizing safety over filming or photography.

– **Summarize the conclusions and highlight the difference between instinct and procedure, insisting on calm, discipline, and compliance with instructions** and **explain how each correct decision reduces risks.**

SECTION 5 – MANAGING ACCIDENTS IN AQUATIC, MARITIME / NAVIGABLE ENVIRONMENTS

Accidents in aquatic, maritime, and navigable environments represent some of the most complex and dangerous crisis situations, as they combine multiple risk factors such as – the hostile aquatic environment, limited intervention means, rapid exposure to hypothermia, and the major impact of individual and collective panic.

Whether they occur at sea, on inland waters, or in coastal areas, these events require immediate reactions, correct decisions under pressure, and effective coordination of the people involved.

This subsection aims to provide an operational and pedagogical framework for understanding the types of maritime accidents, the specific hazards of the aquatic environment, and the immediate actions needed to protect life. At the same time, essential water survival techniques are addressed, as well as psychological and behavioral aspects that decisively influence the outcome of an emergency. Emphasis is placed on the role of the professional instructor as a leader, evaluator, and competency multiplier, capable of preparing others to act effectively, coordinated, and safely in extreme conditions.

TYPES OF MARITIME / NAVIGABLE AND AQUATIC ENVIRONMENT ACCIDENTS
– extension for professionals with implications for practical and pedagogical training



Accidents in the aquatic environment can occur both in the context of navigation and independently of it, involving people who are not on board a vessel. For instructors, it is essential to treat these types of events uniformly, as the risk mechanisms, human reactions, and survival techniques are largely common.

1. ACCIDENTS ASSOCIATED WITH NAVIGATION		
COLLISION	– impact between vessels or with fixed/floating obstacles; EFFECTS – structural damage, water ingress, secondary fires, passengers thrown overboard;	
CAPSIZING / OVERTURNING	– common in small craft, inflatable boats, canoes; MAJOR RISK of group separation and rapid loss of equipment	
RUNNING AGROUND	– vessel becoming stuck on sandbanks, reefs, or the shore; – danger of progressive sinking and exposure to waves, currents, and reefs.	
FIRE ON BOARD	– triggered by fuel, electrical installations; – extremely dangerous combination – fire + smoke + water; – requires the critical decision to remain on board or abandon the vessel.	
SLOW OR RAPID SINKING	– major differences in the time available for evacuation; – direct impact on panic management.	
2. AQUATIC ENVIRONMENT ACCIDENTS – INDEPENDENT OF NAVIGATION		
ACCIDENTAL FALL INTO WATER	– falling from the shore, bridge, quay, pontoon; – slipping on wet or icy surfaces; – loss of balance caused by alcohol consumption, fatigue, reduced visibility.	**SPECIFIC RISKS** – shock reaction upon contact with cold water; – spatial disorientation; – involuntary aspiration of water.
SURVIVING DROWNING	– active drowning – struggling, panic, uncoordinated movements); – passive drowning – exhaustion, loss of consciousness.	**IMPORTANT ASPECTS** – recognizing the early signs of drowning; – the difference between a swimmer in difficulty and a victim in real drowning; – the importance of early intervention.
FALL INTO COLD / VERY COLD WATER	– rivers, lakes, sea in the cold season; – increased risk of cold shock and loss of respiratory control.	**IMPORTANT ASPECTS** – the first 1–3 minutes are decisive; – breathing control takes priority over swimming; – positioning to preserve body heat.
FALLING INTO A FROZEN LAKE / BREAKING THROUGH ICE	– moving on a frozen surface; – ice fishing, recreational activities.	**SPECIFIC RISKS** – water below 4°C; – rapid loss of muscle strength; – inability to hold onto the ice edge. **SURVIVAL PRINCIPLES** – turning back toward the direction you came from; – distributing weight on the ice (rolling); – avoiding standing up immediately.
3. COMBINED AQUATIC ACCIDENTS		
– falling into water followed by strong currents; – person overboard during maneuvers; – nighttime accidents or accidents with reduced visibility; – incidents with multiple casualties.		

SPECIFIC HAZARDS OF THE AQUATIC ENVIRONMENT – risk analysis and prioritization

The aquatic environment generates distinct hazards compared to other types of crisis situations, due to its rapid dynamics, limited physical control, and major impact on human physiology.

In a maritime or aquatic accident, **hazards do not act in isolation**, but simultaneously, and the ability to **recognize, assess, and prioritize** them is essential for survival.

The emphasis is on PRIORITIZING RISKS, as incorrect management of priorities often leads to fatal decisions.

RISK ANALYSIS AND PRIORITIZATION

HAZARD	MAIN MECHANISM	TYPICAL MANIFESTATIONS	RISK LEVEL	INTERVENTION PRIORITY	IMMEDIATE ACTIONS	COMMON ERRORS
DROWNING	- Lack of oxygen due to aspiration of water.	- Gasping for air, uncoordinated movements / lack of response.	**Very high**	1 – critical, immediate	- Ensure buoyancy, verbal calming, keeping the airway clear.	- Underestimating passive drowning, unsafe approach by the rescuer.
COLD SHOCK	- Physiological response to cold water.	- Involuntary gasp, hyperventilation.	**Very high**	1 – simultaneous with drowning	- Stopping movement, breath control 30–60 sec.	- Attempting to swim immediately.
HYPOTHERMIA	- Rapid heat loss, especially in water.	- Shivering, confusion, loss of strength.	**Very high**	2 – critical rapid	- Breath control, HELP / HUDDLE position, minimizing movement.	- Useless swimming, undressing, neglecting cold water.
SEPARATION OF VICTIMS	- Current, panic, lack of coordination.	- Isolated persons.	**High**	2–3 – critical	- Maintaining physical / visual contact.	- Individual departure toward the shore.
CURRENTS	- Uncontrollable hydrodynamic force.	- Drifting, rapid exhaustion.	**Medium–high**	3 – aggravating	- Maintaining buoyancy, avoiding fighting the current.	Swimming against the current.
WAVES	- Oscillatory movement of water.	- Loss of balance, swallowing water.	**Medium**	3 – aggravating	- Correct positioning, synchronization with waves.	Permanently raising the head.
MASS PANIC	- Psychological reaction to danger.	- Screams, pushing, not listening to commands.	**High**	Permanent	- Taking command, short orders, isolating agitated persons.	Lack of leadership, confused communication.
REDUCED VISIBILITY	- Sensory limitation.	- Disorientation, separation.	**Medium**	4 – Context-dependent	- Regrouping, sound/light signalling.	Chaotic movement.
SECONDARY INJURY	- Uncontrolled movements.	- Strikes, falls, overturns.	**Environment**	4 – Context-dependent	- Controlled evacuation, imposed pace.	Overloading of rescue means.

The table is read in STEP 1 vertically (hazard → action), and then horizontally, to discuss the relationship between hazards.

DETAILS USED IN TRAINING SESSIONS

- ✓ **HYPOTHERMIA – progressive evolution, systemic impact.** *It occurs both in **cold water** and in **cold air**, but heat loss in water is up to **25 times faster**. It can occur even in water considered "relatively warm" if exposure is prolonged.*
- ✓ **COLD SHOCK –** *occurs in the **first 30–60 seconds** after contact with cold water. Priority is **breathing control**.*

IMMEDIATE ACTIONS IN CASE OF AN ACCIDENT – transforming theoretical content into functional procedures, easy to teach, practice and evaluate + training elements

The immediate actions in the event of a maritime or aquatic accident have as main objective **maintaining life**, **limiting losses** and **creating conditions for rescue**.

The first minutes are critical, and the correct sequence of decisions and actions directly influences the chances of survival.

It is essential that these actions be **presented and demonstrated step by step as clear procedures, with an explanation of the reasoning behind each decision, repeatable and adaptable to the context**.

1. INITIAL STABILIZATION OF THE SITUATION – the first 30–60 seconds.	– Stopping chaotic actions and **taking command** by a designated person or one who assumes the role of leader.
	– Issuing **short, firm commands**, repeated **– "STOP", "LISTEN", "STAY IN PLACE".**
	– Rapid visual assessment, without unnecessary movement, to determine whether:
	  – the vessel is floating or sinking;
	  – there is fire, smoke or massive water ingress;
	  – there are injured or missing persons.

Lack of initial command generates panic and secondary accidents.	

2. ENSURING PERSONAL FLOTATION	– **Putting on the life jacket before any other action**, including moving or helping others.
	– Correctly checking the jacket:
	  – complete closure;
	  – snug adjustment;
	  – correct positioning on the torso.
	– People in a panic should be:
	  – seated;
	  – verbally reassured;
	  – physically assisted, if necessary.

No person is evacuated or moved without ensured flotation.	

3. THE CRITICAL DECISION – STAYING ON BOARD OR ABANDONING THE SHIP / CRAFT	– The decision is made quickly, based on the following criteria:
	  – the ship's stability;
	  – the evolution of the damage (slow/fast sinking);
	  – the presence of fire;
	  – the distance from shore or other means of rescue.

Stay on board as long as it offers buoyancy and protection, except in situations of uncontrollable fire or imminent sinking.	

4. CONTROLLED EVACUATION	– Evacuation is carried out **only on command**, never spontaneously.
	– Order of evacuation:
	  1. Injured persons;
	  2. Vulnerable persons;
	  3. The rest of the group;
	  4. The leader – last.
	– Avoid:
	  – jumping simultaneously;
	  – overloading boats or improvised means;
	  – separating the group.

5. ENTERING THE WATER – if abandonment is inevitable	– Entering the water is done:
	  – in a controlled manner;
	  – on the side opposite the danger;
	  – with protection of the head and airways.
	– Avoid jumping from heights without assessment.
	– Upon contact with cold water:
	  – stop all movement for a few seconds;
	  – control breathing before moving.

6. ORGANIZING SURVIVAL IN WATER	– Immediate regrouping of persons.
	– Adopting heat-conservation positions:
	  – **HELP** – individual;
	  – **HUDDLE** – in a group.
	– Avoiding unnecessary swimming:
	  – swim only if there is a safe and nearby target.
	– Using any additional buoyancy aids.

7. SIGNALING AND WAITING FOR RESCUE	– Activating all available signaling devices:
	  – whistle;
	  – light;
	  – visual signals.
	– Keeping the group together and visible.
	– Monitoring the physical and mental condition of group members.

Water survival is not a swimming skill, but a **life-preservation skill**.

In most water accidents, victims do not die from a lack of swimming skills, but from **panic, rapid heat loss, and exhaustion**.

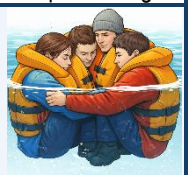
The professional instructor's role is to shift the paradigm from *"swimming to save oneself"* to *"effectively managing physiological and psychological resources."*

1. **HELP POSITION *(Heat Escape Lessening Posture)* – used by a person alone in the water**, with buoyancy ensured **–** life jacket or floating object.



HOW TO PERFORM	EFFECTS	APPLICABILITY	LIMITATIONS
- Knees drawn toward the chest; - Thighs close together; - Arms held tight against the body or hugging the knees; - Head kept above water, without effort.	- Reduces heat loss by protecting critical areas (armpits, groin area, chest); - Limits unnecessary movements; - Stabilizes body position.	- Cold water; - Alone; - Buoyancy ensured; - Waiting for rescue.	- difficult to maintain in large waves or strong currents; - requires adjustments to keep the airways clear in rough water - may be temporarily abandoned for repositioning.

2. HUDDLE POSITION – it is a **group survival configuration**, used when several people are in the water.



HOW TO PERFORM	EFFECTS	APPLICABILITY	LIMITATIONS
- Group members come close together; - Arms hold each other; - Vulnerable people are positioned in the center.	**Reducing heat loss** - The exposed surface is reduced; - Heat transfer between bodies; - Protecting weaker people. **Maintaining morale** - Constant physical contact; - Verbal communication; - Reducing the feeling of isolation.	- Cold water survival – reduces heat loss through body-to-body contact. - Small or medium groups, 2–6 people. - Buoyancy ensured; - Energy management.	- Rough waters or strong currents - It is difficult to maintain group cohesion; - People may be separated or capsized.

3. IMPROVISED BUOYANCY – In the absence of dedicated equipment, buoyancy can be achieved using available objects.



HOW TO PERFORM	EFFECTS	APPLICABILITY	LIMITATIONS
- objects are secured under the arms or on the chest; - objects that may cause injury are avoided. - sealed PET bottles; - backpack filled with air; - clothes tied and inflated with air; - canisters, boxes, bulky objects.	- Individual buoyancy – improvised objects allow keeping the head above water and reduce the risk of drowning. - Energy conservation – additional buoyancy reduces swimming effort and muscle shivering, especially in cold water.	- when there are no life jackets or life rings. - maintaining buoyancy until rescue or reaching the shore.	- improvised objects may be insufficient or may partially sink. - improvised objects do not provide reliable protection and cannot fully replace a life jacket.

4. ENERGY CONSERVATION – Physical energy is a limited resource, especially in cold water.

AVOIDING UNNECESSARY SWIMMING	WHEN TO SWIM	WHEN NOT TO SWIM
- swimming increases heat loss; - accelerates exhaustion; - may move you away from the rescue area.	- the shore is very close and safe; - currents allow controlled movement; - physical condition allows it.	- cold water; - long distance; - unknown currents; - exhaustion or panic.

5. BREATHING MANAGEMENT – Breathing is the first element that gets out of control in aquatic stress situations.

CONTROLLING HYPERVENTILATION	CALMING PANIC
- slow inhalations through the nose; - prolonged exhalations through the mouth; - verbally imposed rhythm "inhale – exhale").	- eye contact; - verbal calming techniques **–** calm and authoritative voice; - anchoring on simple commands. - preventing herd behavior; - maintaining discipline and hope.

COMMON MISTAKES THAT MUST BE CORRECTED

TABLE OF ANALYSIS OF COMMON MISTAKES IN THE AQUATIC ENVIRONMENT

COMMON MISTAKE	RISKS TO YOUR OWN LIFE	RISKS TO OTHERS	CORRECT AND SAFE ALTERNATIVE
Delaying the putting on of the life jacket	– Drowning, loss of buoyancy, rapid hypothermia.	– May cause panic in the group, slowing evacuation.	– Putting on the vest before any movement, proper checking of the fastening
Uncontrolled jumping into water without assessment	– Contact with objects, hypothermia, cold shock, panic.	– May injure other members or destabilize the group.	– Assessing the environment, controlled entry, following the leader's command
Unnecessary swimming / exhaustion	– Loss of energy, accelerated hypothermia, cramps.	– Separation of the group, difficulties in maintaining cohesion.	– Maintaining the HELP or HUDDLE position, swimming only when safe and necessary.
Separation from the group	– Loss of visibility, loss of thermal support, panic.	– Increased risk for other members – they must intervene.	– Maintaining visual or physical contact, constant communication.
Overestimating physical endurance.	– Rapid exhaustion, cramps, loss of buoyancy.	– The need to rescue the exhausted person, risk of accident for the rescuer.	– Correct assessment of physical condition, maintaining an energy-conserving position, moving only when safe.
Overloading the boat or rescue device	– Capsizing, collapse, drowning.	– Endangering the entire group.	– Controlled, orderly evacuation according to the leader's plan.
Lack of breathing control (hyperventilation)	– Water aspiration, loss of consciousness.	– Increased panic in the group.	– Calm breathing techniques, prior training, verbal and visual control.
Neglecting the HELP / HUDDLE position	– Accelerated heat loss, hypothermia.	– The group loses cohesion, panic increases.	– Demonstrating and maintaining correct positions, periodic adjustment.
Incorrect use of improvised buoyancy	– Instability, partial sinking	– May injure other members, destabilize the group	– Choosing safe objects, proper securing, training in the use of improvisations.
Ignoring reduced visibility	– Disorientation, separation, delayed rescue	– Increased risk for the group	– Constant signaling, maintaining contact, using light and sound.
Ignoring individual panic	– Agitation, capsizing boats, injury	– Panic contamination in the group, collective risk	– Leader intervention, verbal calming, temporary isolation of extremely agitated persons.

EXERCISE SHEET – MANAGING AND SURVIVING THE SITUATION OF AN ACCIDENT OCCURRING IN AN AQUATIC ENVIRONMENT APPLIED TRAINING SESSION – CASE STUDY, ROLE PLAY, GUIDED DISCUSSION

PARTICIPANTS – Professionals .
PURPOSE – Developing facilitation, communication, and proper training skills regarding the correct management of crisis situations caused by accidents in the aquatic environment.

STRUCTURE OF THE APPLIED TRAINING SESSION

STAGE	METHOD	DURATION	MATERIALS	TASKS / GUIDELINES
INTRODUCTION	Operational briefing	10 min	- Computer, projector, ppt presentation, flipchart, scenario	- Communicating the exercise objectives and safety rules.
SCENARIO SIMULATION	Practical exercise	20–30 min	- Life jacket, floating objects, scenario.	- Applying immediate actions, decisions under stress.
ROLE PLAY	Directed role play	20 min	- Scenario, role cards.	- Managing panic, clear communication. - Identifying correct and incorrect decisions.
PRACTICAL EVALUATION	Direct observation	15 min	- Observation sheets. - Evaluation sheets.	- Demonstration of HELP, buoyancy, survival organization
CONCLUSIONS	Feedback and synthesis, Guided discussion.	10 min	—	- Analysis of decisions and behaviors. - Transfer of identified/learned lessons.

CONDUCT OF THE APPLIED TRAINING SESSION

OPENING OF THE TRAINING SESSION

- **The theme, purpose and objectives of the session** are communicated, and the safety framework and exercise limits are defined.
  "*The theme of today's session is **Survival in the event of an accident in the aquatic environment**. We will approach the topic from the perspective of the professional instructor, so that in the end you can convey the information correctly, clearly and practically to trainees.*
  Today you will apply the procedures as if in a real event, you assume the roles played and the decisions made, demonstrating adaptability and leadership."

1. PRACTICAL EXERCISE – SIMULATION

- **SCENARIO 1 – FALLING INTO COLD WATER DURING DAYTIME –** *is presented:* **"It is 10:30 in the morning. You are on a small boat on a lake. The air temperature is about 8°C, the water is cold. Following a sudden maneuver, a person falls into the water. They are not wearing a life jacket. The boat is about 40 meters from the shore."**
- **The tasks are communicated –** ***Your tasks are as follows:***
  - *to properly manage cold shock;*
  - *to establish the necessary measures to prevent initial panic and*
  - *to decide what they should do – swim to shore or apply buoyancy measures.*
- **The answers are compiled on the flipchart and questions are asked for discussion and reflection:**
  - *"What is the dominant risk at this moment?"*
  - *"What action brings the greatest safety gain in the next 30 seconds?"*
  - *"Who must be protected first and why?"*
  - *Justify!*
- **The answers are organized on the flipchart according to the operational time horizon**, ***the "30–60–300 METHOD,"*** exactly as in a real crisis situation:

0–30 seconds	30–60 seconds	1–5 minutes

  - **Rapid and dynamic collection of answers:**
    - Participants state a single action taken, formulated briefly;
    - The answer is written in the corresponding time column;
    - No discussion or correction takes place in this phase.
      Examples of answers that may appear:
      - *"Breath control"*
      - *"Throwing a floating object"*
      - *"Do not swim"*
      - *"Clear verbal commands"*
  - **Visual cues are established and marked with the marker next to a dominant risk, to** make the consensus or its absence visible.
  - **The first 2–3 actions with the most visual marks are circled, and the question is asked:**
    - *"What happens if we DON'T take this action?"*

- *"What risk does it directly reduce?"*

- **To prevent panic, a line is drawn below the columns and the following is written** – "WHAT DO WE SAY?" / "WHAT DO WE DO?", and instructors must place the actions in the communication zone or in the action zone.
  Example:
  - *"Breathe, stay still" → WHAT WE SAY*
  - *"Throw a floating object" → WHAT WE DO*

GUIDELINE ANSWERS

TASKS	GUIDELINE ANSWERS
1. Proper management of cold shock – *Cold shock is the initial leading lethal factor; immediate swimming increases the risk of water aspiration and loss of respiratory control.*	– The victim must **stop sudden movements** immediately after entering the water; – Focus on controlling breathing during the first 30–60 seconds (slow inhales, prolonged exhales); – Keep the head above water and avoid swimming immediately.
2. Preventing initial panic – *Uncontrolled panic quickly leads to hyperventilation and exhaustion, even before hypothermia becomes dominant.*	– Calm, firm verbal communication from the crew or leader ("Breathe. Stay still. You are safe."); – Quickly providing a floating object or maintaining passive buoyancy; – Eye contact and simple, repetitive instructions.
3. Decision – swim to shore or float – *Cold water quickly reduces muscle strength; premature swimming increases the risk of exhaustion and drowning.*	– Do NOT swim immediately; – Priority: ensuring buoyancy (life vest, improvised object); – Later assessment of distance, currents, and physical condition; – Swimming is considered only if the shore is very close and conditions are favorable.
"What is the dominant risk at this moment?"	– Cold shock, loss of respiratory control, and panic – not drowning from exhaustion or medium-term hypothermia. – **ARGUMENT** – In the first minutes, uncontrolled breathing is the greatest immediate danger.
"What action brings the greatest safety gain in the next 30 seconds?"	– Stabilizing breathing and maintaining passive buoyancy before any movement; – Stopping any attempt to swim. – ARGUMENT – Breathing control allows regaining cognitive functions and making proper decisions.
"Who must be protected first and why?"	– The person who fell into the water; – Because it is simultaneously exposed to thermal shock, panic, and rapid loss of physical capacity. – ARGUMENT – Resources must be directed to the person in immediate danger of losing their life, not to secondary organization.

2. ROLE-PLAY – GUIDING A PANICKED GROUP ON A BOAT –

- **Scenario 2 is presented – NIGHT, MASS PANIC ON A BOAT –** *"It is 22:45. You are on* a pleasure boat with 10 people. It is night, and visibility is low. The boat hits a floating object and stops abruptly. The engine will not restart. Two people start screaming and standing up, posing a risk of capsizing the boat."
- **The tasks are communicated –** ***Your tasks are as follows:***
  - *to take command of the group;*
  - *to communicate with group members under stressful conditions;*
  - *to act to prevent secondary accidents.*
- **The people who will play roles in the exercise are established, and roles are assigned without further explanation –** ***leader, victim, rescuer.*** *The cards are distributed;*
  - ***The leader –*** *takes command and communicates clearly;*
  - ***The rescuer –*** *supports the leader, manages difficult individuals;*
  - ***The victim –*** *simulates realistic stress reactions.*
- **It is noted who took command, how authority was transferred, and what amplified the panic.**

MODEL ROLE SHEETS / SCENARIO 2 – ROLE-PLAY

CARD 1 – THE LEADER
CONTEXT – You are the person who must take control of the situation. The group is confused, two people are visibly panicked. The boat is unstable.
MISSION – Take command quickly and visibly; – Establish clear rules of behavior; – Maintain collective safety.
WHAT YOU MUST DO / BEHAVIOR – Speak clearly, loudly, with short sentences; – Give simple orders and repeat them; – Ask everyone to stay down in the boat; – Prioritize the boat's stability.
WHAT YOU MUST NOT DO – Explain too much; – Raise your voice; – Negotiate with panicked people.
BEHAVIORAL CUE *If you don't communicate, someone will take control chaotically.*

CARD 2 – THE RESCUER
CONTEXT – You support the leader. You observe risky behaviors and people who do not follow commands.
MISSION – Support the leader's authority; – Manage difficult individuals; – Prevent secondary accidents.
WHAT YOU MUST DO / BEHAVIOR – Repeat the leader's commands; – Intervene physically to guide, gently restrain, only if it is safe; – Temporarily isolate extremely panicked individuals; – Maintain calm visual and verbal contact with the group.
WHAT YOU MUST NOT DO – Contradicting the leader in front of the group; – Focusing exclusively on a single person; – Using excessive force.
BEHAVIORAL CUE *Your calm is contagious. So is panic.*

CARD 3 – THE PANICKED VICTIM
CONTEXT – You are scared. You think the boat will capsize. You don't fully understand what is happening.
BEHAVIOR – Speak quickly and incoherently; – Stand up; – Say phrases like: – *"We're sinking!"* – *"I have to jump now!"* – *"I can't take it anymore!"*
WHAT YOU MUST DO – Ignore the first commands; – Seek emotional reassurance; – Amplify the verbal chaos.
WHAT YOU MUST NOT DO – Become physically aggressive; – Actually endanger the safety of the exercise.
BEHAVIORAL CUE *You are not "bad." You are a scared person reacting instinctively.*

- **Questions are asked**, after the role-play, such as:
  - *"What type of communication was effective?"*
  - *"Which remarks amplified the panic?"*
  - *"How was the leader's authority established?"*

SUGGESTED ANSWERS

- *short, firm, repeated commands are the most effective;*
- *long explanations increase chaos;*
- *a calm tone and body posture matter.*

3. PRACTICAL ASSESSMENT – SCENARIO 3 – IMPROVISED FLOTATION and OVERESTIMATING PHYSICAL ENDURANCE

- **SCENARIO 3 is presented – "A person falls into the water without a life jacket. They have a backpack and two bottles/pet bottles of juice with them. The water is cold, the current is weak, but constant, relatively calm, yet deep. The person claims to be a very good swimmer and insists on swimming to the shore, about 150 meters away."**
- **The tasks are communicated – *Your tasks are as follows:***
  - *identifying improvised floating objects;*
  - *quick improvisation;*
  - *conserving energy and preventing hypothermia.*
  - *countering physical overestimation - rational argumentation;*
  - *decisional leadership.*

GUIDELINE RESOLUTION

1. IDENTIFYING IMPROVISED FLOATING OBJECTS	**Professionals quickly identify materials that provide buoyancy:** – Backpack - if empty or can be filled with air); – Empty or partially empty bottles/PETs; – Clothes.
2. QUICK IMPROVISATION	**Professionals describe the steps to follow in logical order, emphasizing stability.** – Sealing the backpack with air – firm closure; – Placing the bottles in the backpack or securing them under the arms; – Positioning the improvisation so that the head remains above water; – Avoiding unnecessary movements during the improvisation.
3. CONSERVING ENERGY AND PREVENTING HYPOTHERMIA	**Cold water and constant current will consume energy faster than estimated.** – Maintaining a passive buoyancy position; – Avoiding immediate swimming; – Limiting movements to the necessary minimum; – Periodically assessing physical condition.
4. COUNTERING OVERESTIMATION OF PHYSICAL ENDURANCE	Professionals must categorically avoid the decision to swim and convince the person that the solution is not "I can swim," but "what is safest." **EXAMPLES**: – *"This is not a swimming competition, it is a survival situation."* – *"Cold water will reduce your strength before you reach halfway."* – *"Buoyancy gives you time, swimming consumes your life."* **ARGUMENTS:** – Water temperature → rapid loss of energy; – Distance of 150 m → sustained effort; – Constant current → deviation and exhaustion; – Risk of cramps and water aspiration.
5. DECISIONAL LEADERSHIP	– The leader makes the final decision – ***NO SWIMMING;*** – Communicates the decision clearly and calmly; – Maintains cohesion and emotional control.
FINAL DECISION – ***Improvised buoyancy is ensured, energy is conserved, swimming is avoided, and solutions with minimal risk are awaited or sought.***	

SECTION 6 – MANAGING INDUSTRIAL ACCIDENTS

Industrial accident management is an essential topic in the training of those involved in crisis/emergency prevention and intervention, because these events are characterized by a high level of complexity and multiple risks that can evolve rapidly. Unlike other types of crises, they **can simultaneously affect personnel, infrastructure, the environment, and nearby communities**. In the industrial environment, an apparently limited incident can generate serious secondary effects **in a chain**, such as fires, explosions, emissions of hazardous substances, or structural collapses, which is why the approach to this type of accident must be rigorous and well-founded.

This subsection aims to build a solid foundation of knowledge and pedagogical skills necessary for the correct transmission of information to trainees. Professional instructors must understand not only the typology of industrial accidents, but also how they can be explained clearly, logically, and adapted to the training level of course participants. The emphasis must be placed on developing trainees ability to quickly recognize associated hazards, assess risks, and make safe decisions in the first moments of an incident.

This subsection presents the basic principles of industrial accident management, emphasizing the importance of personal safety, identifying the source of danger, and applying standard procedures for evacuation, isolation, and first aid in cases of exposure to hazardous substances. It also aims for professionals to acquire the ability to correct common misconceptions and to use practical examples and work scenarios to facilitate trainees' understanding and correct application of the information.



THE INDUSTRIAL ACCIDENT is an unplanned, dynamic event with rapid and unpredictable evolution, occurring in an industrial facility, with potential for human casualties, major material damage, environmental impact, and chain effects, primarily due to the **RELEASED TOXIC INDUSTRIAL MATERIALS (TIM).** These may be manufactured, stored, distributed, or transported in the immediate vicinity of where you are located.

The danger is represented by the vapors produced by TIM and their inhalation. They can also reduce the oxygen concentration below that necessary to sustain life.

MAIN TYPES OF INDUSTRIAL ACCIDENTS	– Explosions	– Flammable gases, vapors, combustible dust
	– Technical fires	– Electrical, chemical, mechanical
	– Leaks and emissions of hazardous substances	– Toxic gases, corrosive liquids, reactive substances
	– Building/structural collapses	– Halls, silos, installations, scaffolding
	– Complex technological accidents	– Combinations (explosion + fire + contamination)
ASSOCIATED HAZARDS	– The danger in the event of an industrial accident **is not only the initial event but especially the associated hazards** – Toxic and asphyxiating gases – Chemical or biological contamination – Secondary chemical reactions – Thermal effects and overpressure – Secondary structural collapse – Cumulative exposure (small doses, large effect)	
CAUSES OF INDUSTRIAL ACCIDENTS – are usually multifactorial, rarely generated by a single cause.	**TECHNICAL CAUSES**	– Technological accidents; – Failure of equipment or installations; – Material wear; – Lack of preventive maintenance; – Design or installation errors; – Safety systems that are nonexistent or nonfunctional.
	A defective piece of equipment in an industrial process can trigger a chain of events, not just a local incident.	
	HUMAN CAUSES	– Failure to follow operational procedures; – Insufficient staff training; – Fatigue, stress, overload; – Improvisation or operational shortcuts; – Poor communication between teams.
	Human error is often the consequence of a flawed system, not just of the individual.	
	ORGANIZATIONAL CAUSES	– Weak safety culture; – Lack of updated risk assessments; – Incomplete or outdated procedures; – Lack of drills and simulations; – Production pressures that affect safety.
	EXTERNAL CAUSES	– Natural phenomena (earthquakes, floods, extreme temperatures); – Power outages; – External mechanical impact; – Acts of sabotage or unauthorized interventions. – Bombings

		– Terrorist actions.
SOURCES	– Industrial facilities. – Warehouses. – Transport pipelines.	– Research institutes / laboratories. – Pilot plants. – Reactors. – Satellites.
MAIN CHARACTERISTICS OF INDUSTRIAL ACCIDENTS	**DYNAMICS AND UNPREDICTABILITY**	– Rapid evolution; – Constantly changing conditions; – Emergence of side effects.
	The initial situation is never the final one.	
	CHAIN EFFECTS – domino effect	– Explosion → fire → toxic emissions; – Partial collapse → total collapse; – Contamination → extensive evacuation.
	These developments must be anticipated	
	PRESENCE OF HAZARDOUS SUBSTANCES	– Toxic or flammable gases; – Corrosive substances; – Combustible dusts; – Reactive agents.
	INCREASED RISK for response personnel	– Invisible hazards; – Incomplete information upon arrival; – Inadequate equipment; – High decision-making pressure.
EFFECTS OF INDUSTRIAL ACCIDENTS	**ON PEOPLE**	– Acute or chronic poisoning; – Chemical or thermal burns; – Major trauma; – Delayed health effects.
	ON THE ENVIRONMENT	– Contamination of air, water and soil; – Destruction of local ecosystems; – Long-term impact that is difficult to remediate.
	ON INFRASTRUCTURE	– Destruction of facilities; – Cessation of economic activities; – Damage to utility networks; – High restoration costs.
	SOCIAL AND ECONOMIC	– Evacuation of populations; – Loss of jobs; – Decline in public trust; – Impact on operators.
INDUSTRIAL ACCIDENTS are not isolated events, but results of the interaction between people, technologies and organizations, and their proper management begins with understanding the causes, characteristics and effects.		

KEY PRINCIPLES FOR MANAGING INDUSTRIAL ACCIDENTS

1. THE SAFETY OF RESPONSE PERSONNEL IS A PRIORITY. **2. RAPID IDENTIFICATION OF THE SUBSTANCE INVOLVED.** **3. ISOLATION OF THE AREA AND ACCESS CONTROL.** **4. LIMITING SPREAD.** **5. CLEAR COMMUNICATION AND INTERINSTITUTIONAL COORDINATION.**	***We do not intervene until we know what we are dealing with.***

BASIC PROCEDURES FOR SURVIVAL and PROTECTION AGAINST TOXIC INDUSTRIAL MATERIALS TIM

EVACUATION	– immediate evacuation, away from the hazard path (if feasible); – establishing hot, warm and cold zones; – wind direction; – if evacuation is not possible, improvise shelter in place.
VENTILATION	– natural or forced; – risks of entraining contaminated particles; – sometimes ventilation is prohibited.
IDENTIFICATION OF THE SOURCE	– labels; – safety data sheets; – witnesses and technical staff.
FIRST AID FOR CHEMICAL EXPOSURE	– primary decontamination; – washing, removal of contaminated clothing; – prohibition of empirical neutralization; – referral to specialized medical care.

FREQUENT ERRORS THAT MUST BE CORRECTED and PREVENTED THROUGH TRAINING



- Intervention without identifying the substance;
- Underestimating delayed effects;
- Improvised decontamination;
- Lack of coordination between teams.
- Treating the accident as "stable" after the first few minutes.
- Treating an industrial accident like an ordinary fire.

DIDACTIC HIGHLIGHTING OF THE DIFFERENCE BETWEEN INDUSTRIAL ACCIDENTS AND ORDINARY FIRES

1. CHANGING THE TRAINEES MINDSET – *An industrial fire is not just a fire – it is a technological process out of control.*

- the fire is often **only an effect**, not the main cause;
- the major hazard may be **invisible** – gases, vapors, chemical reactions.

2. CONTROLLED COMPARISON – explained and displayed

	ORDINARY FIRE	INDUSTRIAL ACCIDENT
MAIN CAUSE	– Classic ignition sources	– Technological failures, chemical reactions
FUEL	– Common materials	– Hazardous substances, active processes
EVOLUTION	– Relatively predictable	– Dynamic, with chain effects
SECONDARY HAZARDS	– Smoke, temperature	– Toxic gases, explosions, contamination
INTERVENTION	– Standard procedures	– Specialized, restrictive procedures

3. EMPHASIS ON HAZARD IDENTIFICATION, NOT FLAME IDENTIFICATION

- In ordinary fires we identify the seat of the fire.
  La accidentele industriale identificăm substanța și procesul.
- Example:
  - fire in an apartment → visible seat of fire;
  - fire in a chemical plant → the seat of the fire may be irrelevant compared to the toxic cloud.

4. DIFFERENCES IN DECISION-MAKING

- in ordinary fires → rapid intervention is often the solution;
- in industrial accidents → **stopping the intervention** may be the right decision.

Ordinary fires are extinguished.
Accidentele industriale se gestionează.

RAPID ASSESSMENT – *in seconds,* IF THE AIR IS BREATHABLE



- ✓ **Air is not *"tested"* with the senses.**
- ✓ **Air is assessed through risk, indicators, and instruments.**
- ✓ **If you smell it, you have already been exposed.**
- ✓ In the first seconds, the air composition is not assessed, but **the probability of contamination and risk assessment.**

If this principle is not clear, trainees will instinctively try to "smell" or "take a breath," which is extremely dangerous.

The basic rule conveyed – *In industrial accidents, in the absence of measurements, the air is considered NOT BREATHABLE.*

AIR IS POTENTIALLY NOT BREATHABLE IF:	– the incident occurs in an industrial facility; – chemicals, gases, or vapors are involved; – there are leaks, releases, or reactions.
VISUAL INDICATORS – ***Their absence does NOT mean the air is safe.***	– fog, vapors, colored or white clouds; – dense or unusual smoke; – deposits on surfaces; – uneven air movement.
INDICATORS ON PEOPLE IN THE AREA	– they are coughing; – difficulty breathing; – dizziness; – irritations;
✓ Only specialized instruments validate whether the air is breathable – multi-gas detectors, oxygen sensors, specific detectors (toxic, explosive).	
If you do not know what is in the air, you act as if the air is NOT breathable.	

SAFE PERIMETER DISTANCES IN INDUSTRIAL ACCIDENTS

- ✓ In industrial accidents, there are NO "FIXED" SAFE DISTANCES, but indicative distances that are established and continuously revised, progressively, based on risk.

BASIC PRINCIPLE – The perimeter is established based on the substance, quantity, and weather conditions, not on intuition or *"how big the incident looks."*

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TYPES OF PERIMETERS ESTABLISHED IN INDUSTRIAL ACCIDENTS

HOT ZONE – the immediate danger zone.	– strictly controlled access. – only specialized personnel. – full personal protective equipment.
WARM ZONE – operational safety zone.	– Decontamination. – command and control points. – operational support.
COLD ZONE – safe zone.	– public, media. – assembly points. – logistics.

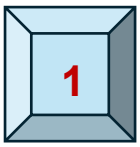
INITIAL INDICATIVE DISTANCES – ***in the first minutes of the industrial accident***

	RECOMMENDED STARTING DISTANCE
INDUSTRIAL ACCIDENT WITH UNKNOWN SUBSTANCES	– minimum 300 m in all directions. – minimum 500–800 m downwind.
TOXIC GAS OR HAZARDOUS VAPOR LEAKS	– hot zone – 0–100 m. – intermediate zone – 100–300 m. – cold zone – >300–500 m. – downwind – up to 1–2 km, depending on toxicity.
INDUSTRIAL FIRE WITH CHEMICAL RISK	– hot zone – 0–50/100 m. – intermediate zone – 100–300 m. – cold zone – >300 m. – if there are tanks or pressurized installations – ≥500 m.
EXPLOSION RISK – tanks, gases, dusts,	– minimum perimeter – 500 m. – initially recommended – 800–1,000 m. – for large quantities – over 1 km.

FREQUENT MISTAKES TO CORRECT IN TRAINING

- setting a perimeter too small "for operability".
- ignoring wind direction.
- reducing the perimeter without measurements.
- approaching the incident site *"out of curiosity".*

THE SURVIVAL RULE – ***If you don't know what the substance is, stay at least 300 m away. If the wind is blowing toward you, double the distance.***



EXERCISE SHEET – INDUSTRIAL ACCIDENT MANAGEMENT
CASE STUDY + PRACTICAL EXERCISE + GUIDED DISCUSSION

PARTICIPANTS – Professionals
PURPOSE – Developing facilitation, communication, and proper training skills for correctly managing crisis situations caused by industrial accidents.

OBJECTIVES – By the end of the session, instructors must be able to:

- differentiate an industrial accident from an ordinary fire;
- explain the logic behind operational decisions;
- formulate clear key messages for trainees;
- facilitate a guided scenario-based discussion.

- **The following scenario is presented –** *In an industrial area on the outskirts of a city, in a chemical processing facility, a malfunction occurs in a transfer system for a volatile and flammable substance. As a result of the malfunction, a substance leak occurs, followed by a local fire. Personnel on site report a pungent odor and breathing difficulties. Weather conditions indicate moderate wind, blowing toward the nearby residential area. Upon arrival of the first response teams:*
  - *the fire is visible only over a limited area;*
  - *there is no clear information about the exact type of substance;*
  - *there is a risk of the leak spreading and a toxic cloud forming.*
- **Participants are divided into groups of 4–6 people and the tasks the groups will respond to are assigned.**
  - **TASK 1:**
    - ***Identifying the type of incident – Answer the following questions:***
      - *Is this event an ordinary fire or an industrial accident?*
      - *What are the elements that justify the answer?*
  - **TASK 2:**
    - ***Hazard analysis – List:***
      - *immediate hazards;*
      - *possible secondary hazards;*
      - *hazards to response personnel.*
  - **TASK 3:**
    - ***Initial management decisions – Specify:***
      - *the first 3 critical decisions you make;*
      - *what actions are prohibited in this phase;*
      - *what information must be obtained urgently.*
  - **TASK 4:**
    - ***Measures for population protection – Answer the following questions:***
      - *is evacuation or sheltering of the population required?*
      - *what factors influence the decision?*
      - *what message should be conveyed to the population?*
- **A professional is appointed from each group, who must briefly explain the scenario to the trainees and formulate 2-3 questions for possible discussions.**

- **A guided discussion is initiated to observe how the instructors understood the taught didactic content and how they can further teach this content to the trainees. Use questions such as:**
  - *Which decision was the most difficult?*
  - *What missing information influenced the analysis the most?*
  - *Where do the most frequent teaching mistakes occur?*
  - *How would you explain this case to inexperienced trainees?*

GUIDELINE ANSWERS

TASK 1 – IDENTIFYING THE TYPE OF INCIDENT	*The described event represents an **industrial accident with a chemical component and associated fire**, not an ordinary fire.*	**Arguments:** – it occurs in an industrial unit with an active technological process; – a **volatile and flammable substance**, initially unidentified, is involved; – the fire is a **secondary effect**, not the main cause; – there is a risk of **toxic emissions** and **accident escalation**; – chain effects may occur (explosion, toxic cloud, contamination).
If hazardous substances and technological processes are present, the incident must be treated as an industrial accident, regardless of the size of the fire.		
TASK 2 – HAZARD ANALYSIS	***1. Immediate hazards*** – *inhalation of toxic vapors and gases;*	

	– *increased flammability and risk of explosion;* – *thermal and chemical burns;* – *exposure of response personnel to unknown substances;* – *reduced visibility and difficult orientation.* ***2. Possible secondary hazards*** – *formation of a toxic cloud carried by the wind toward the residential area;* – *secondary chemical reactions with other substances on the premises;* – *fire spread to other installations;* – *partial collapse of the affected structure;* – *soil and water contamination.* ***3. Hazards for response personnel*** – *lack of information about the substance;* – *inadequate personal protective equipment;* – *entering the area without establishing perimeters;* – *cumulative exposure to toxic substances;* – *operational stress and hasty decisions.*
TASK 3 – INITIAL MANAGEMENT DECISIONS	***1. The first three critical decisions*** – *Establishing and delimiting risk zones (hot, warm, and cold zones).* – *Identifying the substance involved via SDS, labels, and technical personnel.* – *Isolating the leak source, if possible, without unjustified exposure.*
	2. Prohibited actions in the initial phase – *direct firefighting without identifying the substance;* – *entering the affected area without adequate protection;* – *using water or other agents without chemical assessment;* – *uncontrolled ventilation of the space;* – *improvised neutralization attempts.*
	3. Information to be obtained urgently – *type and properties of the substance;* – *estimated quantity spilled;* – *exact location of the spill;* – *status of nearby installations;* – *current and forecast weather conditions*
TASK 4 – MEASURES FOR PUBLIC PROTECTION	**1. Evacuation or sheltering –** Initially, **sheltering the population** is preferable, with the possibility of later evacuation, depending on developments.
	2. Factors influencing the decision – *type of substance and its toxicity;* – *wind direction and intensity;* – *distance from the residential area;* – *estimated duration of emissions;* – *ability to control the spill.*
	3. Messages to the public – *stay indoors;* – *close windows and ventilation systems;* – *avoid traveling in the area;* – *follow the instructions of the authorities.*
PRACTICAL EXERCISE – THE ROLE OF THE INSTRUCTOR	**1. Key questions the instructor may ask the trainees** • What missing information would stop you from intervening? • What danger is the greatest, even if it is not visible? • What would you do differently compared to a regular fire?
	2. Correcting a misinterpretation **Misinterpretation –** *"The fire is small, we can intervene quickly."* **Suggested correction –** *The size of the fire does not reflect the level of risk in an industrial accident. The substance involved and the technological process are decisive.*
In industrial accidents, safe decisions are those based on information, assessment, and control, not on speed or reflex.	

SECTION 7 – SURVIVING EXTENDED POWER OUTAGES



In a society deeply dependent on electricity, **an extended power outage represents much more than a temporary disruption of daily comfort.** The lack of electricity simultaneously affects the operation of water supply systems, communications, heating or cooling of homes, food preservation, access to information, and the ability to request help. When the interruption lasts for several hours or days, the effects quickly amplify, generating real risks to safety, health, and community cohesion.

This subsection aims to provide professionals with a clear and structured understanding of how to approach survival during extended power outages, with an emphasis on prevention, resource management, and informed decision-making. Instructors must be able to convey to trainees that preparation in advance, knowledge of priorities, and behavioral adaptation can significantly reduce the impact of such a situation. This is not about extreme scenarios, but about plausible situations that can arise from severe weather events, major technical failures, or other unforeseen incidents.

Through this content, professionals will acquire the necessary reference points to explain the chain effects of a power outage, to debunk misconceptions about how technology works in such contexts, and to promote practical solutions adapted to the everyday realities of learners. The ultimate goal is for the information conveyed to lead to an increase in individual and community autonomy, a reduction in panic, and a strengthening of the capacity to respond in situations of prolonged power supply interruption.

CAUSES, CHARACTERISTICS AND EFFECTS OF POWER OUTAGES



The causes of widespread power outages can be multiple and combined – It is important for the professional to understand and be able to convey to learners that a power outage can result from an overlap of factors.

Knowing the main characteristics of a power outage helps assess the risk and plan the appropriate response, adapted to the context, emphasizing the duration, predictability, and affected area/zone.

The effects of a widespread power outage are not limited to the lack of light, but include all the chain effects on water supply, communications, safety, and health.

MAIN CAUSES	MAIN CHARACTERISTICS	EFFECTS ON THE POPULATION AND INFRASTRUCTURE
NATURAL WEATHER PHENOMENA – Storms, squalls, lightning strikes. – Blizzards, heavy snowfall. – Prolonged heatwaves.	– Unexpected interruption. – May affect local or regional networks. – Variable duration (hours – days).	– Lack of lighting and operation of electrical appliances. – Stopping water pumps. – Hindering transportation and communications. – Increased risk of accidents and hypothermia / hyperthermia.
TECHNICAL FAILURES OR NETWORK OVERLOADS – Failures at power plants, transformers, high-voltage lines. – Overloads caused by high consumption.	– Usually partially announced. – Unpredictable duration. – May affect entire cities or regions	– Loss of power supply for households and institutions. – Impact on public services – hospitals, public transportation. – Need to use alternative energy sources.
PLANNED INTERVENTIONS – Scheduled maintenance works. – Network testing.	– Interruption announced in advance. – Established duration (a few hours)	– Allows planning of food and water supply. – Reduces negative impact through prior preparation.
DELIBERATE ATTACKS – Acts of vandalism on electrical infrastructure. – Cyber attacks / sabotage on control systems.	– Unexpected interruption. – Can be geographically extended. – Can also affect communications.	– Simultaneous loss of power and communications. – Increased levels of panic and uncertainty. – Possible social unrest.
EMERGENCIES OR DISASTERS – Earthquakes, floods, vegetation fires – Other disasters affecting infrastructure – bombings	– Rapid and possibly prolonged interruption. – Multiple consequences simultaneously.	– Difficulties in evacuation and rescue. – Increased risk of accidents and impact on food and water supply. – Need for local coordination.

SURVIVAL PRIORITIES IN THE ABSENCE OF ELECTRICITY

HIERARCHY OF PERSONAL NEEDS

PERSONAL SAFETY	– avoiding fires – candles, improvisations. – proper use of flashlights and batteries. – securing the home – doors, windows, minimal lighting.

WATER	– lack of power can stop water pumps.
	– minimum water requirement – 2–3 liters/person/day.
	– possible solutions:
	  – preventive storage.
	  – Purification – tablets, boiling over alternative sources.

FOOD	– loss of refrigeration. – rules for consuming food from the refrigerator/freezer. – importance of non-perishable foods. – cooking without electricity – stove, gas cylinder, burners, fire, grill – with strict rules.
SHELTER and ITS TEMPERATURE heating/cooling	– risks of hypothermia or hyperthermia. – passive thermal insulation. – safe use of alternative heat sources.

COMMUNICATION AND INFORMATION – avoiding overestimation of modern technologies.

Professionals must know, in order to later convey to trainees the importance of:

- ensuring and survival kits of battery-powered radios, including solar or hand-crank ones.
- short messages and the way of communicating in crisis situations.
- knowing where community information points are located.
- Knowing how to manage alternative energy.

✓ In the event of extended power outages, mobile networks may work limitedly or not at all, and the internet may be unavailable

INFORMATION TRANSMITTED REGARDING ALTERNATIVE ENERGY MANAGEMENT

DIFFERENCES BETWEEN ALTERNATIVE POWER SUPPLY SOLUTIONS – helps you choose the right solution for your real needs.

	POWER BANK	SOLAR EXTERNAL BATTERIES	GENERATORS
WHAT THEY ARE	– Portable accumulators for small devices.	– Accumulators with integrated or external solar panel.	– Autonomous fuel-based power sources.
TYPE OF ENERGY PROVIDED	– Direct current.	– Direct current (DC, sometimes AC via inverter).	– Alternating current (AC, 230V)
DEVICES POWERED	– Phone, flashlight, radio, tablet.	– Phone, radio, flashlight, laptops, refrigerator, heating unit	– Appliances, pumps, medical equipment.
ENERGY CAPACITY	– Low – medium.	– Low – medium – slow recharging only during the day, if sunny.	– High.
AUTONOMY	– Limited by internal capacity.	– Theoretically unlimited – depends on sunlight.	– Limited by the amount of fuel.
PORTABILITY	– Very high.	– High.	– Low.
START-UP TIME	– Immediate.	– Immediate.	– Immediate – if it has an automated detection system.
NOISE	– Noiseless.	– Noiseless.	– High.
MAIN RISKS	– Complete discharge.	– Inefficient without sunlight.	– Fire, carbon monoxide poisoning.
REQUIRED LEVEL OF PREPAREDNESS	– Minimum.	– Minimum – medium.	– Medium – high.
RECOMMENDED USE	– Short power outages.	– Medium power outages	– Extended outages, high energy consumption.

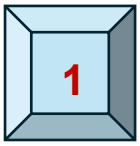
- The power bank is an immediate emergency solution and not a long-term one.
- Solar external batteries are useful for maintaining communications, but they depend on weather conditions.
- Generators provide the most power, but involve risks and high responsibility.

ORGANIZING THE HOUSEHOLD AND THE COMMUNITY DURING AN EXTENDED POWER OUTAGE

<table>
<tr><td>The importance of cooperation among neighbors</td><td colspan="2">– exchange of information – estimated duration of the outage, sources of help.
– mutual support for basic activities – obtaining water and food, supervision.
– increased safety through presence and solidarity.</td></tr>
<tr><td colspan="3">Cooperation reduces risks and increases adaptability.</td></tr>
<tr><td rowspan="3">Support for vulnerable people</td><td>ELDERLY PEOPLE</td><td>– may have reduced mobility.
– may depend on electric medical equipment.
– require periodic check-ins and practical support.</td></tr>
<tr><td>PERSONS WITH DISABILITIES</td><td>– may need continuous assistance
– limited access to information or mobility
– require adapted solutions and organized support</td></tr>
<tr><td>CHILDREN</td><td>– depend entirely on adults
– may intensely feel stress and insecurity
– need constant supervision and routine</td></tr>
<tr><td colspan="3">Early identification of vulnerable people saves time and lives.</td></tr>
<tr><td>The role of informal leaders in the community</td><td colspan="2">– Respected or proactive people.
– Facilitate communication and coordination.
– Contribute to maintaining calm and order.</td></tr>
<tr><td colspan="3">Informal leadership is essential in the absence of institutional resources.</td></tr>
<tr><td>Psychological and behavioral aspects</td><td>– Discussions about:
– Stress.
– Anxiety.
– Panic.
– Rumors and misinformation.</td><td>– maintaining routine.
– calm communication.
– making rational decisions.</td></tr>
</table>

WHAT PROFESSIONALS/TRAINEES MUST UNDERSTAND AND CONVEY AT A CONCEPTUAL LEVEL

A widespread power outage (24–72 hours or more) is not an isolated event and does not mean just the lack of light. It has a *"cascade effect"*, the chain disruption of all services and personal safety, water supply, communications, home heating/cooling, food supply, medical services.



APPLIED TRAINING FORM –
SURVIVAL IN CONDITIONS OF EXTENDED POWER OUTAGES
CASE STUDY, ROLE PLAY, MENTAL SIMULATION

PARTICIPANTS – Professionals
PURPOSE – Developing facilitation, communication, and proper training skills regarding the correct management of crisis situations caused by extended power outages.
OBJECTIVES – Developing skills for:

- to explain coherently and structurally the chain effects of a power outage.
- to promote practical solutions adapted to everyday realities.
- to dismantle misconceptions about how technology works in such contexts

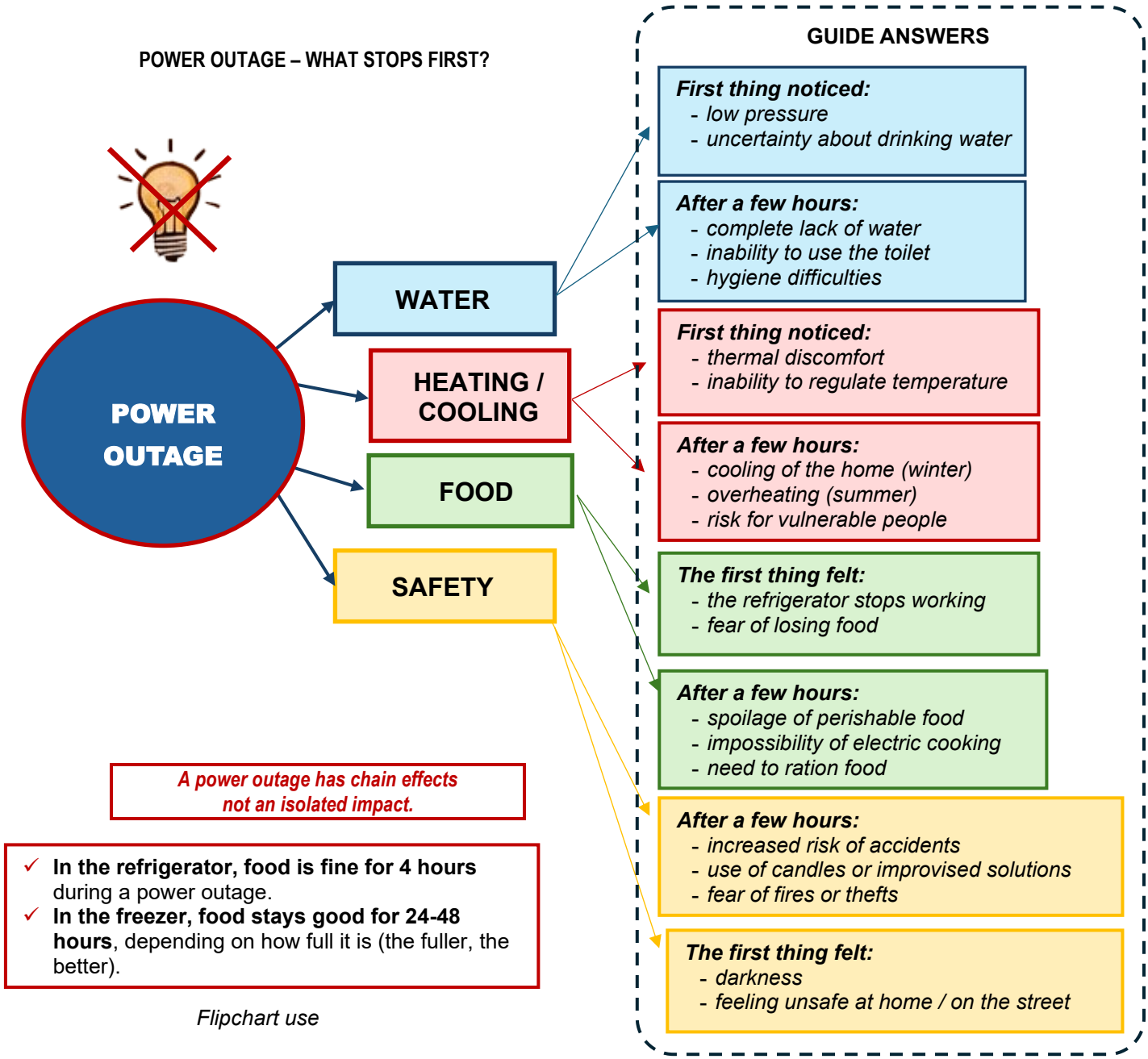
STRUCTURE OF THE APPLIED TRAINING SESSION

STAGE	METHOD	DURATION	MATERIALS	TASKS / GUIDELINES
1. SESSION OPENING	Guided discussion	10 min	– Flipchart / introductory ppt presentation.	– Clarify the session objectives. – Make the connection between the topic and the participants' real experiences. – Establish the working rules.
2. ACTIVATING PRIOR EXPERIENCE	Guided brainstorming.	10 min	– Flipchart, markers.	– Ask participants to list effects of power outages. – Group the answers – energy, water, food, safety).
3. CONCEPTUAL PRESENTATION	Interactive lecture.	15 min	– Ppt presentation, *"cascade effect"* diagram.	– Explain the difference between a short and an extended power outage, emphasizing the systemic impact, not details.
4. CASE STUDY	Group work.	20 min	– Case study worksheet.	– Divide participants into groups. – Ask for identification of risks and priorities in the first 24–72 hours.
5. "WHAT IF…?" SCENARIOS	Role play / scenario analysis.	20 min	– Scenario cards.	– Guide the analysis without offering direct solutions. – Encourage structured step-by-step thinking and risk assessment.
6. BREAK	—	10 min	—	– Active break – recommended without phones to stay consistent with the theme.
7. CHECKLIST AND COMMUNITY ORGANIZATION	Hands-on work.	15 min	– Printed checklist.	– Ask participants to evaluate the list – what is missing, what is unrealistic, what needs to be adapted locally.
8. MENTAL SIMULATION 24/48/72 HOURS	Guided exercise.	15 min	– Simulation table.	– Guide participants through questions. – Highlight how priorities change over time.
9. THE ROLE OF THE PROFESSIONAL INSTRUCTOR	Group discussion.	10 min	– Flipchart, markers.	– Clarify the difference between *"knowing"* and *"being able to teach"*. – Discuss common trainee mistakes.
10. SUMMARY AND CONCLUSIONS	Structured feedback	10 min	– PPT presentation, summary, conclusions.	– Recap the main ideas. – Link the theme's content to the role of instructors.

CONDUCTING THE APPLIED TRAINING SESSION

OPENING THE TRAINING SESSION

- **The topic, purpose, and objectives of the session** are presented using a computer and projector, and a connection is made between the theme and the real experiences of instructors, establishing the working rules.
  "*The theme of today's session is **Survival during extended power outages**. We will approach the subject from an instructor's perspective, not just a citizen's, so that in the end you can convey the information correctly, clearly, and practically to trainees."*
- **It is emphasized that the objectives are *operational***, being information on how these teaching contents can be taught.
- **The transition is made to connecting the theme with the experience of instructors** and the transition to using the flipchart.
  "Before we dive into the content, I'd like to see what real experience you already have. Most of us have, in one form or another, experienced power outages."
- **Using the flipchart – Draw the following diagram and ask the following questions:**
  - *"What was the first thing you noticed when the power went out?"*
  - *"What problems arose after a few hours?"*
- Write participants' answers next to each category.



- **The experience of instructors is concluded and validated –** *„You notice that most effects appear quickly and are linked to each other. Electricity is a support system. When it is missing long-term, several systems fail simultaneously, and the impact amplifies. It is like the lack of oxygen in a room: the problem is not just that you can no longer breathe comfortably, but that all body functions are affected. What we will do today is transform these personal experiences into clear, structured content that is easy to pass on to trainees."*
- **It is presented on the slide – *Working rules***
  - active participation
  - respecting opinions
  - practical examples, not excessive theory
- **This stage is closed and participants are prepared for the main part of the session –** *"We already have proof that the topic is real and relevant. Next, we will see how we teach these situations to professional."*
- **The difference between a short and an extended power outage is explained** with emphasis on the systemic impact, not on details.
  - It is clarified from the start that the difference **is not just in duration**, **but what matters much more are the consequences that we must add up**. *"A short power outage is an inconvenience. An extended power outage becomes a risk situation, because it affects multiple systems at the same time."*
    - ***Short power outage*** *– lasts from a few minutes to a few hours, and we operate on "inertia," given that most systems remain functional. There is temporary discomfort, certain activities may be interrupted, but there is minimal reliance on alternative solutions.*
    - ***Extended power outage*** *– lasts much longer – 24–72 hours or more, during which backup resources are exhausted and chain effects occur, with systemic impact, as we saw earlier.*
      - *Water – pumps off → no water*

- *Communications – dead batteries → isolation*
- *Food – fridge off → losses*
- *Temperature – discomfort → risk*
- *Safety – darkness → accidents*

- *The real difference is not how long we are without power, but how many systems start to fail in the meantime. That is why preparation for extended outages is essential."*
- *If it is a widespread power outage, avoid driving. If traffic lights are not working, traffic will be congested and dangerous.*

PART I – CASE STUDY – *"No power in the community"*

- **The following scenario is presented –** *A power outage affects a mixed residential area (apartment blocks and houses) following a strong storm. The electricity supply is completely interrupted. The electricity provider announces that repairs may take at least 72 hours. Mobile networks work intermittently, and water is only partially available.*
- **The following questions are asked**:
  - *What are the first 3 major risks for the population?*
  - *Which categories of people are most vulnerable in this scenario?*
  - *What essential information must be conveyed to trainees in the first 12 hours?*

INDICATIVE ANSWERS

1. What are the first 3 major risks for the population?	
RISK 1 – ACCIDENTS AND FIRES	– improvised use of candles, flashlights, sources of fire – moving in darkness – increased risk of falls, burns, domestic fires
RISK 2 – LACK OF ACCESS TO INFORMATION AND COMMUNICATION	– internet unavailable – phones running out of battery – fragmented information or rumors → leads to panic and wrong decisions
RISK 3 – AFFECTING BASIC NEEDS	– water (pumps stopping) – food (food spoilage) – temperature (risk of cold or overheating) → direct impact on health
The initial risks are behavioral and informational, not technical.	
2. Which categories of people are most vulnerable in this scenario?	
Elderly people	– reduced mobility – chronic illnesses – dependence on electrical equipment or medication
People with disabilities	– difficulties with orientation – dependence on assistance – limited access to information
Children	– intense emotional reactions – total dependence on adults – increased risk in the dark
Other categories	– people living alone – people with low income – people dependent on medical treatments
Vulnerability is linked to dependence, not age itself.	
3. What essential information must be conveyed to trainees in the first 12 hours?	
Safety information	– avoiding dangerous improvisations – rules for moving around in the dark – proper use of alternative light sources
Information about resources	– rationing water and food – conserving batteries – prioritizing energy consumption
Information about communication	– official sources of information – the importance of short messages – cooperating with neighbors
Information about support	– checking vulnerable people – community help points (if any)
In the first 12 hours, definitive solutions are not sought, but control of the situation is established.	

PART II – SCENARIOS "WHAT DO YOU DO IF…?"

- It explains how trainees should be guided to think in steps, not react impulsively, and presents the following scenarios.

SCENARIO 1 – *What do you do if an elderly neighbor depends on an electric medical device and no longer has power?*

- *What should NOT be done?*
- *What safe solutions can be identified?*
- *Who can be asked for support?*

SCENARIO 2 – *What do you do if a trainee says* **–** *"I have a generator, I am safe"?*

- *What should be corrected?*
- *What risks need to be explained?*
- *What questions should be asked to the trainee?*

SCENARIO 3 – *What do you do if official information is missing and contradictory rumors appear?*

- *How is communication managed?*
- *How is the group's calm maintained?*
- *What alternative sources of information can be used?*

GUIDELINE ANSWERS

SCENARIO 1 – Elderly neighbor dependent on an electric medical device.		
What should NOT be done	– do not improvise the device's power supply – do not move the person without assessing the risks – do not delay the intervention ("we'll see tomorrow") – do not use fire sources or generators in enclosed spaces	
What safe solutions can be identified	– checking whether the device has a backup battery – limiting energy consumption to prioritize the device – identifying a safe place with power (hospital, medical center) – coordinating with neighbors for logistical support	
Who can be asked for support	– emergency services (112) – for medical evaluation – local authorities / social assistance service – energy provider (for information) – family / caregivers	
SCENARIO 2 – Correcting the perception "I have a generator, I am safe"		
TRAINEE'S STATEMENT	**WHAT SHOULD BE CORRECTED**	**MESSAGE CONVEYED**
The generator solves everything	– The generator is a resource, not a guarantee	– The generator covers only certain needs
You can stay calm	– Safety depends on correct use	– Misuse increases risks
I have power, so I have no problems	– Other systems can be affected	– Water, communications, safety remain vulnerable
These risks must be explained	– Carbon monoxide poisoning – Fires and explosions – Electrocution from improvised connections – Running out of fuel – Overloading the generator	
What questions should be asked of the participant	– Where is the generator placed? – What equipment does it power? – How much fuel do you have and for how long? – Do you know the safety rules for use? – Who else in the community depends on you?	
SCENARIO 3 – Lack of official information and the appearance of rumors		
How communication is managed	– only verified information is transmitted – the distribution of rumors is avoided – the lack of information is acknowledged ("we don't know yet") – a common information point is established	
How the group's calm is maintained	– clear and consistent communication – using a calm and factual language – avoiding speculation – maintaining simple routines	
What alternative sources of information can be used	– battery-powered or hand-crank radio – official announcements from local authorities – informal community leaders – community bulletin board (if available)	

PART III – CHECKLIST *(checklist for households)*

- **Participants are divided into small groups and each group is given a checklist for a survival kit** in the conditions of a power outage.
- **They are asked** to analyze the contents of the list and to see / answer whether the list is realistic, adaptable, and easy to understand. Given that each household is different, the instructor asks participants to think critically and avoids automatic validation of the list, encourages adapting the list to personal needs, turning the list into a tool for dialogue. ***If you don't understand the list, you won't use it.***

CHECKLIST FOR THE SURVIVAL KIT in the conditions of a power outage.



Energy and lighting
- functional flashlight
- spare batteries
- charged power bank

Water and food
- drinking water for at least 72 hours
- non-perishable food
- utensils for cooking without electricity

Safety
- smoke / CO detectors (if available)
- fire extinguisher
- communication plan with neighbors

- **Professionals are asked to present how they explain to professional the difference between *"having a list"* and *"being prepared"?***

GUIDELINE ANSWERS

1. List analysis – is it realistic, adaptable and easy to understand?		
IS THE LIST REALISTIC?	**YES, IF:** – it contains **common** items, accessible to most households; – does not require large investments or rare equipment; – it is designed for 48–72 hours, not for extreme scenarios.	**SIGNS IT IS NOT REALISTIC:** – includes expensive or hard-to-source equipment; – requires advanced technical knowledge; – contains too many "optional" elements.
IS THE LIST ADAPTABLE?	**YES, IF:** – it can be adjusted for: – urban/rural environment; – apartment/house; – households with children or elderly; – it allows prioritization – *what is essential and what is useful.*	**EXAMPLE OF ADAPTATION:** – **in an apartment** → focus on water and communication; – **in a house** → focus on heating and safety.
IS THE LIST EASY TO UNDERSTAND?	**YES, IF:** – it uses simple language; – it has clear categories – energy, water, food; – it is short and airy; – it avoids technical terms.	**Signs it is NOT clear:** – vague wording; – items without explanation; – lack of priorities.

2. The difference between *"having a list"* and "being prepared"

Explanation –

"***Having a list*** *means knowing what you should have.*
Being prepared *means actually having those things, knowing where they are, and being able to use them safely."*

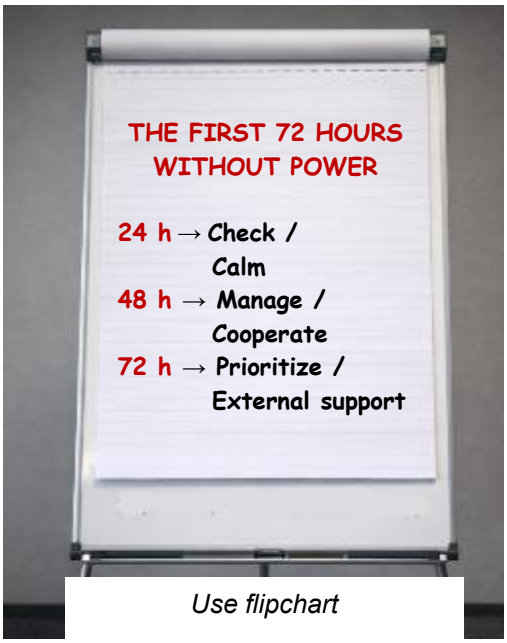
HAVING A LIST	**BEING PREPARED**
– A document or paper.	– Concrete action.
– Intention.	– Verification.
– Theory.	– Practice.
– "I know what is needed."	– "I can do it."

Concrete examples for trainees:
- Flashlight checked off the list vs. flashlight tested;
- Power bank purchased / power bank charged;
- Stove checked off the list / do you know how to use it safely without electricity?

PART IV – MENTAL SIMULATION – THE FIRST 72 HOURS WITHOUT POWER.

- **Questions are asked in groups for 24 hours, 48 hours, and 72 hours, and the answers are compiled on a flipchart.**

QUESTIONS	GUIDELINE ANSWERS
The first 24 hours	
– ***What resources are checked?***	– *light sources – flashlights, batteries.* – *phone batteries.* – *available water.* – *perishable food.* – *essential medications.*
– ***What decisions should NOT be made in a hurry?***	– *leaving the home without clear information.* – *using improvised fire sources.* – *quickly consuming resources.* – *improvised connection of generators.*
– ***How to communicate within the family / community?***	– *short, clear messages.* – *establishing a point of contact.* – *mutual information among neighbors.* – *checking on vulnerable people.*
After 48 hours	
– ***Which resources become critical?***	– *drinking water.* – *energy for communications.* – *food safe for consumption.* – *heating/cooling sources.*
– ***What signs of fatigue or stress appear?***	– *Irritability.* – *decreased concentration capacity.* – *minor conflicts.* – *physical exhaustion.*
– ***What role does cooperation with neighbors play?***	– *exchange of resources.* – *support for vulnerable people.* – *mutual surveillance.* – *reducing isolation.*
After 72 hours	
– ***Which priorities change?***	– *from individual to community.* – *from improvisation to organization.*
– ***Which risks increase?***	– *health problems.* – *accidents.* – *conflicts.* – *resource depletion.*
– ***Which external support becomes essential?***	– *local authorities.* – *emergency services.* – *NGOs.* – *community centers.*



Use flipchart

PART V – MENTAL EXERCISE – ACTION IN DARKNESS

- **The following scenario is presented** – *"Imagine you are in a completely dark room. The darkness quickly disorients, amplifies the risk of injury and increases the level of panic. What is the first thing you do?"*
- **Impulsive answers are corrected and the discussion is brought back to the basic principle for situations of action in darkness – *"STOP – THINK – ACT"***
- **This simple and easy-to-remember principle is explained:**
  - ***Stop*** *– pause for a few seconds, avoid sudden movement.*
  - ***Think*** *– where you are, what obstacles may exist.*
  - ***Act*** *– only after you have a minimal source of light.*





- **The essential rules of action in darkness are explained**

✓ darkness is a major risk, not an inconvenience. ✓ calm behavior prevents accidents. ✓ The focus should be on safety, not speed.	
– ***TO FIND YOUR WAY IN THE DARK, USE ALL YOUR SENSES – SIGHT, TOUCH, MEMORY, HEARING, SMELL!***	
– **MOVEMENT IN THE DARK**	– slow movement, with your hand on the wall. – avoiding stairs without light. – no running, no improvising.
– **USING THE EYES' MEMORY CAPACITY**	– light a match or a flashlight; – look around and memorize as much as possible; – turn off the flashlight and move forward a few steps relying on memory. – repeat the procedure for training.
– **LIGHTING**	– use flashlights or emergency lighting. – the phone only as a temporary solution. – avoid lighting candles immediately.
– **SPATIAL ORIENTATION**	– identifying fixed points – walls, furniture. – maintaining known routes. – avoiding rearranging objects.
– **COMMON RISKS IN THE DARK**	– falls. – impacts. – cuts. – burns – candles, open flame.
– **ADAPTING THE MESSAGE FOR VULNERABLE GROUPS**	**CHILDREN** – may panic – get lost easily – require calm verbal guidance **ELDERLY** – unstable balance – slow reactions – increased risk of falling

SECTION 8 – SURVIVING CRISIS SITUATIONS CAUSED BY ANIMAL ATTACKS



Crisis situations caused by animal attacks represent some of the most unpredictable and dangerous threats to individual and collective safety. Whether it involves wild animals – bears, wolves, wild boars entering inhabited areas, domestic animals that have become aggressive, or stray animals, these events can escalate quickly, leaving extremely little time for reaction and sound decision-making. In such contexts, survival depends directly on the level of preparedness, the ability to assess risk, and the application of behaviors appropriate to the situation.

Unlike other types of crises, animal attacks involve a biological factor with unpredictable reactions, influenced by instinct, stress, territory, or environmental conditions. **The lack of knowledge about animal behavior and impulsive human reactions can amplify the risk,** turning a manageable incident into a critical situation.

This subsection addresses the fundamental principles of survival in crisis situations caused by animal attacks, emphasizing **prevention, immediate reaction, and behavioral adaptation**. Its purpose is to provide clear guidelines for maintaining physical and psychological integrity until specialized help arrives, as well as for reducing the negative consequences of the incident.

By understanding the mechanisms behind these situations and by developing correct action reflexes, survival is no longer a matter of chance, but of conscious preparation and informed decisions.

In this context, **the objective of trainers** is to turn these survival principles into clear, applicable teaching competencies, so that trainees can quickly recognize risks, adopt appropriate prevention and reaction behaviors in crisis situations caused by animal attacks, standardize the messages and procedures conveyed to trainees, and integrate lessons learned into subsequent training programs, actively contributing to reducing the impact on individual and community safety.

DEFINING CRISIS SITUATIONS CAUSED BY ANIMAL ATTACKS

Crisis situations caused by animal attacks are CHARACTERIZED by:	FOR TRAINING, THE FOLLOWING CATEGORIES ARE HIGHLIGHTED:
– Sudden and unpredictable emergence of danger; – Direct threat to the life or physical integrity of individuals; – Potential for rapid escalation; – Need for coordinated intervention.	– Direct attacks on individuals; – Attacks on domestic animals with risk of escalation; – Entry of dangerous animals into inhabited areas; – Recurrent aggressive behaviors that generate social panic.

APPLICABLE LEGAL AND INSTITUTIONAL FRAMEWORK – what *professionals must know and convey*

10 GENERAL PRINCIPLES OF POPULATION PROTECTION IN THE EU

1. People's lives and safety are a priority.	– every decision aims to protect individuals; – property or **animals cannot be prioritized over human life**.
2. Prevention is more effective than reaction.	– risks must be identified early; – preventive behaviors reduce the consequences of crises.
3. We act responsibly even when we do not know everything.	– protection measures apply even under conditions of uncertainty; – passive waiting can increase danger.
4. Interventions must be proportional to the danger.	– only measures necessary for the situation are used; – exaggerated reactions can create additional risks.
5. Authorities have the responsibility to protect the population.	– coordination belongs to authorized institutions; – respecting official decisions is essential.
6. Institutions must collaborate.	– no institution manages a complex crisis alone; – cooperation increases efficiency and safety.
7. Problems are managed as close to the community as possible.	– intervention begins at the local level; – The superior support is activated when necessary.
8. The population must be informed clearly and correctly.	– simple and verified messages reduce panic; – misinformation can worsen crisis situations.
9. All people must be protected equally.	– special attention for children, the elderly and vulnerable people; – no one is excluded from protection measures.
10. Each person has a role in community safety.	– complying with the rules and instructions of the authorities; – avoiding dangerous or unauthorized actions.

ESSENTIAL REGULATIONS – WILDLIFE AND DANGEROUS ANIMALS

1. LEGAL CONDITIONS FOR CAPTURE, RELOCATION OR NEUTRALIZATION

- **CAPTURE AND RELOCATION OF ANIMALS** – carried out only by authorized personnel, in accordance with national legislation and EU regulations on wildlife protection.
- **NEUTRALIZATION OF ANIMALS** – done strictly in cases of imminent danger to human life or other animals, respecting legal procedures and ethical criteria.

2. STATUS OF WILD AND DOMESTIC ANIMALS

- Wild **animals** are protected by environmental and hunting legislation.
- **Domestic animals** can be controlled by their owners, but interventions on aggressive animals are carried out only according to veterinary rules and population protection regulations.

3. PROHIBITION OF UNAUTHORIZED INDIVIDUAL INTERVENTIONS

- **Citizens must not intervene directly** on wild or dangerous animals.
- **Individual interventions** can be sanctioned and increase the risk of injury or escalation of the incident.
- **Any action is taken only by authorized personnel**, within the official procedures for population protection.

INSTITUTIONAL RESPONSIBILITIES

COMPARATIVE TABLE – "WHO DOES WHAT"
CRISIS SITUATIONS CAUSED BY ANIMAL ATTACKS

	ROLE	RESPONSIBILITIES	LIMITATIONS / WHAT THEY DO NOT DO
LOCAL PUBLIC ADMINISTRATION AUTHORITIES	– Local coordination and prevention.	– Activating local mechanisms; – Informing the population; – Logistical support; – Inter-institutional cooperation	– They do not intervene directly on the animal; – They do not make technical specialist decisions.
EMERGENCY SERVICES	– Rescue and life protection.	– Assessment; – First aid; – Securing the area; – Evacuation support	– Does not capture or neutralize animals without competence.
PUBLIC ORDER STRUCTURES	– Maintaining public order.	– Perimeter delimitation; – Access control; – Panic prevention; – Intervention support	– Does not apply sanitary-veterinary measures; – Does not act independently.
VETERINARY STRUCTURES	– Sanitary-veterinary management.	– Animal identification; – Risk assessment; – Tranquilization / euthanasia;	– Does not manage public order; – Does not decide on area isolation.
AUTHORIZED WILDLIFE MANAGEMENT STRUCTURES	– Intervention on wildlife.	– Capture; – Relocation; – Neutralization;	– Do not intervene without official request; – Do not manage the population.
ANIMAL OWNERS	– Individual prevention and reporting.	– Incident reporting; – Control of own animals.	– Do not intervene directly; – Do not provoke the animal; – Do not ignore the measures ordered.

MAIN CATEGORIES OF CRISIS SITUATIONS CAUSED BY ANIMAL ATTACKS



RISK IDENTIFICATION AND ASSESSMENT

Correct risk assessment is **the central element of managing a crisis caused by animal attacks**, **because it determines the type of response, intervention priorities, and necessary protection measures.**

WARNING! – NOT ALL INCIDENTS INVOLVING ANIMALS CONSTITUTE A CRISIS, and the decision to intervene must be based on a rapid but systematic analysis of risk factors and the level of danger.

RISK FACTORS

- **TYPE AND BEHAVIOR OF THE ANIMAL**
  - wild animals – bears, wolves, wild boars, and aggressive domestic animals;
  - aggressive, defensive, or territorial behavior;
  - unpredictable reactions in the presence of humans.
    - ***Example used –*** *a stray dog barking at passers-by may pose a medium risk, while a bear attacking a herd in a populated area poses a high risk.*
- **ENVIRONMENT OF OCCURRENCE**
  - urban / rural, tourist areas / isolated areas, schools or places with many people;
  - infrastructure and access for response teams.
    - ***Example used for training –*** *an aggressive animal in a city park poses an increased risk to the public, compared to an isolated animal in the forest.*
- **NUMBER OF EXPOSED PERSONS**
  - the more people in proximity, the greater the potential for casualties;
  - the presence of children, the elderly, or vulnerable persons increases the severity of the risk.
- **SIMILAR INCIDENTS IN THE AREA**
  - previous attacks or repeated aggressive behaviors indicate the likelihood of future incidents;
  - requires additional preventive measures and continuous monitoring.
- **ENVIRONMENTAL CONDITIONS**
  - season, availability of food for wild animals, weather conditions – snow, rain, blizzard, which can amplify aggression or the approach of animals to communities;
  - lighting, visibility, and natural obstacles influence the reaction capacity of people and teams.

RISK LEVELS – the risk can be **classified into levels**, to determine the measure and urgency of intervention:

- **LOW RISK**
  - animal observed without aggressive behavior;
  - limited danger, monitoring recommended;
  - intervention may be preventive or supervisory.
    - ***Example used for training –*** *a bear seen at a distance in the forest, without approaching people.*
- **MEDIUM RISK**
  - animal approaching inhabited areas or unpredictable behavior;
  - requires active monitoring and alerting authorities;
  - preparation for rapid intervention if the situation deteriorates.
    - ***Example used for training –*** *aggressive stray dogs near a school or a park.*
- **HIGH RISK**
  - attack in progress; casualties present;
  - impossibility of rapid isolation;
  - requires immediate intervention by specialized structures and protection of the population;
  - major risk of escalation if urgent measures are not taken.
    - ***Example used for training –*** *aggressive bear attacking people in a tourist area or large dog attacking multiple people.*

SIMPLE RISK ASSESSMENT GRID
STRUCTURE – FACTORS × PROBABILITY × IMPACT

RISK FACTOR	PROBABILITY (1-3)	IMPACT (1-3)	RISK SCORE (P × I)	RISK LEVEL	RECOMMENDED MEASURE
TYPE AND BEHAVIOR OF THE ANIMAL					
Aggressive wild animal	**3**	**3**	**9**	**High**	– Immediate intervention, alert authorities.
Domestic animal without aggression	**1**	**1**	**1**	**Low**	– Monitoring, informing the population.
ENVIRONMENT					
Urban / school / crowded park	**3**	**3**	**9**	**High**	– Restrict access, alert the population.
Isolated area, sparse population	**1**	**2**	**2**	**Medium**	– Monitoring, preparation for intervention.
NUMBER OF EXPOSED PERSONS					
Many people / children / vulnerable persons	**3**	**3**	**9**	**High**	– Rapid intervention, evacuate the area.
1-2 persons	**1**	**2**	**2**	**Medium**	– Surveillance and minimal protective measures.
SIMILAR INCIDENTS IN THE AREA					
Repeated events	3	2	6	**Medium**	– Increased monitoring, intervention plan.
Single incident, not recurring.	**1**	**2**	**2**	**Medium**	– Monitoring.
ENVIRONMENTAL CONDITIONS					
Season / conditions that increase aggression	**3**	**3**	**9**	**High**	– Alert, preventive measures, protection of the population.
Normal conditions	**1**	**1**	**1**	**Low**	– Monitoring.

Probability (P) – how likely the animal is to cause an incident:
1 = unlikely
2 = possible
3 = very likely

Impact (I) – severity of consequences on people:
1 = minor (no casualties)
2 = moderate (minor injuries)
3 = major (casualties, life-threatening)

Risk score = P × I
1–3 = Low risk
4–6 = Medium risk
7–9 = High risk

COMMUNICATION IN CRISIS SITUATIONS CAUSED BY ANIMAL ATTACKS

Communication is **a very important element of managing crisis situations caused by animal attacks**. For instructors, it is presented as a **cross-cutting competency**, applicable both in coordinating interventions and in survival actions.

Important elements conveyed during training:

- **Clarity and conciseness** – the correct and fast message saves lives.
- **Coordination –** inter-institutional communication ensures coherent actions.
- **Calm and professionalism –** avoiding panic is just as important as applying concrete actions.
- **Integration into trainees' preparation of**
  - simulations and exercises;
  - stress management concepts;
  - post-event psychological support for victims and witnesses.

CRISIS SITUATION MANAGEMENT – *very important for the practical training of instructors*

Crisis situation management is the backbone of effective intervention when a wild animal becomes dangerous. Time and coordination make the difference between control and chaos.

A crisis situation cannot be managed through improvisation. Therefore, professionals must convey to trainees **structured methods, procedures, and prioritization of actions**, so that everyone knows exactly what to do, when, and how.

Effective management of a crisis situation caused by animal attacks depends on **the correct activation of response mechanisms and the application of immediate measures**. **Rapid decisions, but grounded in risk assessment, make the difference between control and escalation of the incident**.



INTEGRATED DIAGRAM – WILD ANIMAL ATTACK
WHAT THE TRAINER MUST KNOW AND WHAT THEY CONVEY TO TRAINEES



WILD ANIMAL OBSERVATION

RISK ASSESSMENT

- The type and behavior of the animal.
- The environment and the number of exposed persons.
- Quick grid – Probability × Impact → Risk level

LOW RISK LEVEL

- Monitoring.
- Informing the local population.

MEDIUM RISK LEVEL

- Alerting authorities
- Preparing the intervention

HIGH RISK LEVEL

- Immediate alert.
- Evacuation / protection.
- First aid
- Animal neutralization

PERSONAL PROTECTION MEASURES

- ✓ Staying calm.
- ✓ Slow retreat, without sudden movements.
- ✓ Avoiding eye contact.
- ✓ Hiding
- ✓ Protection of vulnerable people – children, the elderly.

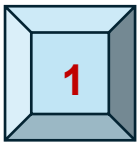
ALERTING COMPETENT STRUCTURES

112 / Local Authorities

Police / Wildlife managers

CONTINUOUS ASSESSMENT AND ADJUSTMENT OF MEASURES

- ✓ Monitoring developments
- ✓ Adapting interventions
- ✓ Informing authorities



APPLIED TRAINING FORM –
SURVIVAL IN CRISIS SITUATIONS CAUSED BY ANIMAL ATTACKS
PREZENTARE GHIDATĂ, EXERCIȚIU PRACTIC APLICATIV, JOC DE ROL,
GUIDED DEBATE AND CASE STUDY

PARTICIPANTS – Professionals
ACTIVITY TYPE – Integrated practical exercise, with multiple scenarios and formative assessment

PURPOSE – Developing facilitation, communication, and proper training skills regarding the correct management of crisis situations caused by animal attacks.

OBJECTIVES – Professionals will be able to:

- Rapidly assess the risk posed by dangerous animals.
- Apply personal protection measures and measures for vulnerable individuals.
- Activate response mechanisms and manage a crisis situation.
- Communicate effectively with authorities and the public.
- Make quick, well-founded, and coherent decisions in simulated scenarios.

STRUCTURE OF THE APPLIED TRAINING SESSION

STAGE	DURATION	METHOD	CONTENT / ACTIVITY
INTRODUCTION AND OBJECTIVES	15 min	Guided presentation. Brief interaction.	– Presentation of the session's purpose, objectives, safety rules.
RISK ASSESSMENT	30 min	Presentation + practical exercise	– Explanation of the P×I grid; – Exercise – risk assessment in two simulated scenarios.
PRACTICAL SCENARIO SIMULATIONS	30 min	Role play / applied exercise	– **Scenario 1 –** Bear near the locality – isolating the area, alerting authorities, communicating with the public, measures and action steps if attacked. – **Scenario 2** – Aggressive dog in a public market in the city – withdrawal, alerting 112, first aid, protection of children.
DECISION ANALYSIS	30 min	Guided debate / case study	– Professionals discuss the actions taken, alternatives, strengths, and weaknesses. – Evaluation of decisions using the risk grid and standard action protocols.
FEEDBACK AND CONCLUSIONS	15 min	Debate + conclusions	– General performance analysis, lessons learned, recommendations for teaching trainees.

STAGE 1 - INTRODUCTION AND OBJECTIVES

- **The applied training session is opened**.
- **The trainer stands**, slightly to the side of the screen, not at the desk with the computer, and between the screen and the participants, maintaining constant eye contact with the group. The computer/laptop is on a side table, controlled with a clicker.
- **The presentation** .ppt is opened, and the title of the training session is presented, emphasizing that ***„this session is practical and applied. We are not discussing hypothetically, but working exactly on situations that can arise in the field and that you, in turn, will need to teach further."***
- The slides are not read, but used as support, using clear, calm language oriented toward decision and responsibility.
- **The purpose, objectives, and safety rules during the training are presented, emphasizing that** *„The goal is not for you to become wildlife experts, but to know how to react, how to make quick decisions, and how to pass these behaviors on to trainees. Every exercise in this session is directly linked to these objectives. At the end, I will explicitly ask you whether you have achieved them and how you would teach them further. Even though we work with simulations, we treat every exercise as a real situation. We do not improvise and we do not test safety limits. If I say stop, the exercise stops immediately."*
- **The message displayed on the slide is *„Safety > Speed > Decision accuracy", and it is emphasized that*** *„This is the rule we apply and that you must also pass on to your trainees. Speed is not the top priority; safety is. Quick decisions are good only if they are well-founded. In today's exercise, you will take on roles, make decisions, and explain them. Constantly think not only about what you do, but also about how you would teach this to others."*
- **A 2-3 second pause is taken and we move to the 2nd stage of the exercise, where** learning **how to quickly assess risk** and **how to teach this skill to trainees**.

STAGE 2 – RISK ASSESSMENT

- **We move on to presenting risk assessment –** *„In any situation with dangerous animals, the first mistake is reacting without assessment. Risk assessment is the filter between observation and the correct decision; it avoids impulsive reactions, prioritizes actions, and protects us."*
- **Open the presentation dedicated to this objective and explain the RISK ASSESSMENT GRID –** "*We do not assess risk based on fear or emotion, but on probability and impact. This grid must become a reflex* for your trainees."
- **The slides schematically highlight *the P × I Grid (Probability × Impact) and its details***
  - **P – Probability** – *how likely is an attack to occur?*
  - **I – Impact – how severe are the consequences?**
  - **RISK = P × I**
- *"**We use a simple scale for quick decisions.** We are not looking for perfection, but for clarity."*
- ***"The result will tell us what to do next – we monitor, alert, or intervene."***
- ***"Now we apply the grid. Not me, but you. Exactly as your trainees will have to do."***

STAGE 3 – SCENARIO SIMULATIONS – PRACTICAL EXERCISE

They practice the complete management of a crisis and learn **how to lead simulations themselves** for trainees.

- **Participants are divided into teams** (5–7 people) and the roles that professionals must play are assigned. *"These are exactly the roles you will have when you teach further."*
  - *Intervention coordinator.*
  - *Risk assessment officer.*
  - *Population protection officer.*
  - *Communication officer.*
  - *Observer (does not intervene).*
- **Work sheets with the scenarios are distributed to the participants.**
  - **It is displayed on the screen, slide with SCENARIO 1 – BEAR IN A RESIDENTIAL AREA –** *"A bear is observed at the edge of a locality, near a school. There are children in the area, and the animal does not retreat. There is no attack in progress; the animal is moving slowly and seems disoriented."*
  - **The tasks are outlined**
    - *Identify the PROBABILITY (P);*
    - *Assess the IMPACT (I);*
    - *Determine the RISK LEVEL;*
    - *Propose the FIRST MEASURE.*
    - *Establish the measures and actions if you were attacked by a bear – before the attack, during the attack, after the attack.*

INDICATIVE SOLUTION

STEP 1 – RISK ASSESSMENT

- *The team applies the grid and decides*
  - P = 2 / MEDIUM – animal in proximity to people.
  - I = 3 / MAJOR – potential for injury/death.
- *Risk level* – 2 × 3 = 6 → ***HIGH RISK.***

STEP 2 – ACTIVATING THE RESPONSE

- *The team immediately alerts the authorities;*

STEP 3 – IMMEDIATE MEASURES

- *Evacuation and information for the protection of children;*
- *Isolation of the area;*
- *Public communication.*

STEP 4 – NEUTRALIZING THE RISK

- *Authorized intervention.*

"Even if there is no attack, the possible impact is major. That is why the risk becomes high."

MEASURES *AND COURSE OF ACTION IF YOU ARE ATTACKED BY A BEAR*

- ✓ *Survival depends on calm and correct behavior.*
- ✓ *Most serious attacks occur due to wrong reactions.*

BEFORE AN ATTACK – PREVENTION

- *We do not run and do not approach the bear.*
- *We speak calmly, in a low voice, without shouting.*
- *We retreat slowly, facing the animal.*
- *We do not stare into its eyes because it can be perceived as a challenge.*
- *If we have objects with us, we hold them in front of us to appear larger.*

AT THE MOMENT OF THE ATTACK – IMMINENT CONTACT

If the bear simulates an attack:

- *I stay in place or retreat slowly.*
- *I do not run.*
- *I continue to speak calmly.*

If the attack is real:

- *I protect my head, neck, and abdomen.*
- *I lie down on the ground, on my stomach or side, with knees tucked in.*
- *I cover the back of my neck with my hands.*
- *I stay still until the bear retreats.*

AFTER THE BEAR RETREATS

- *I do not get up immediately. I make sure the animal has left.*
- *I slowly move away from the area.*
- *I immediately call 112.*
- *I provide first aid if there are injuries.*
- *I report the exact location and behavior of the bear.*

WHAT SHOULD NOT BE DONE

- *Do not run (it triggers the chasing instinct).*
- *Do not climb trees.*
- *Do not throw objects at the bear.*
- *Do not try to take photos or videos of it.*
- *Do not try to chase it away with aggressive gestures.*

- **Display on the slide SCENARIO 2 – ANIMAL ATTACK IN PROGRESS –** *"An aggressive dog attacks a person in a public square. There are children in the area, and the animal cannot be isolated immediately. There are multiple witnesses and there is panic."*
- **The participants' tasks are outlined:**
  - *assessment of P × I;*
  - *establishing the risk level;*
  - *identifying immediate measures.*
- **A stress factor is additionally introduced –** *"False information appears on social media. How do you act?"*

GUIDELINE SOLUTION

STEP 1 – RISK ASSESSMENT

- *P = 3 / HIGH - attack in progress*
- *I = 3 / MAJOR - victims, exposed children*
- *risk level – 3 × 3 = 9 →* ***CRITICAL ELEVATED RISK;***

STEP 2 – RESPONSE ACTIVATION

- *The team immediately alerts the emergency service at 112;*

STEP 3 – IMMEDIATE MEASURES

- *The team establishes as immediate measures the evacuation and protection of vulnerable persons,*
- *Panic control;*
- *Informing local authorities to remove the animal and place it in a dog shelter.*
- *First aid measures..*

STEP 4 – NEUTRALIZING FALSE INFORMATION

- *Single official message.*

- **A GUIDED DEBATE IS INITIATED** by addressing the following questions. These questions contribute to the development of critical thinking and help learners understand the consequences of decisions;
  - *"What would have happened if we had underestimated the probability?"*
  - *"What message would you have transmitted to the population?"*
  - *"How would you explain this assessment to an inexperienced learner?"*

GUIDELINE ANSWERS

"What would have happened if we had underestimated the probability?"

"Underestimating the probability would have led to delayed protective measures and a lack of alerting the authorities. Even though the potential impact was major, decisions would have been postponed, increasing the risk of casualties, panic, and escalation of the situation. In practice, many serious incidents occur not because the risk did not exist, but because it was assessed too optimistically."

"What message would you have transmitted to the population?"

"The message must be short, calm, and action-oriented: what is happening, what people need to do, and what they should avoid - The presence of a dangerous animal was signaled in area X. Avoid moving in the area, stay safe, and follow the authorities' instructions.
Un astfel de mesaj reduce panica și ghidează comportamentul corect."

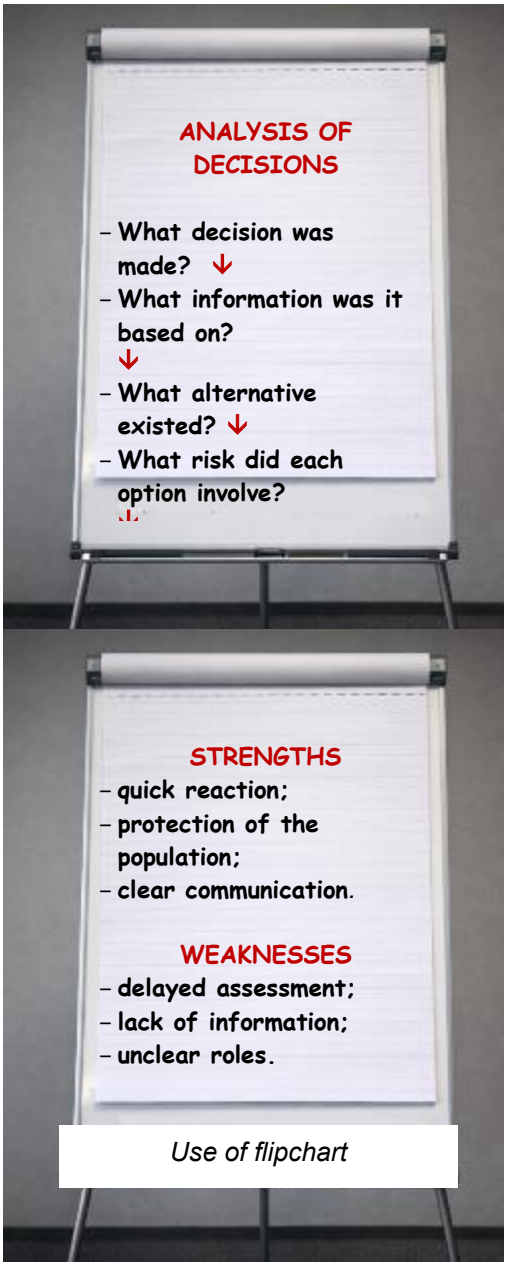
"How would you explain this assessment to an inexperienced learner?"

"I would explain the risk assessment in simple language, without technical terms – We ask ourselves how likely it is that something bad happens and how severe it would be if it did. If either of these two is high, we treat the situation as dangerous. Then I would apply the grid to a concrete example, to turn theory into a practical decision."

STAGE 4 – ANALYSIS OF DECISIONS

Professionals learn how to analyze decisions made and how to conduct this analysis with learners, without judging, but to extract applicable lessons.

- **The purpose of the analysis of decisions** is specified and it is emphasized that it aims at learning from transmitted experiences, correcting errors, improving future reactions, and transferring competencies.
- **The previously simulated scenario is briefly resumed, but without going** into details.
- **The following diagram is written on the flipchart**: →
- **The guided debate is initiated and the following questions are asked** to the group:
  - *Was the risk correctly assessed?*
  - *What would have happened if the decision had been delayed?*
  - *Which alternative had the lowest overall risk?*
  - *Which decision best complied with the protocols?*
- **Concrete arguments are required, and generalizations like "I think so" are stopped. The situation is not re-evaluated with information that emerged later.**
- **The decisions made are correlated with** standard **action protocols** and the following is asked:
  - *Which procedure was applicable?*
  - *Was it followed?*
  - *If not, why?*
  - *What worked and what can be improved?*
- The **guided conclusion is drawn**:
  - *The deviation is justified;*
  - *The deviation is risky;*
  - *The deviation is unauthorized and cannot be accepted.*
- **Strengths and weaknesses are identified and outlined on the** flipchart. →:



Use of flipchart

SECTION 9 – SURVIVAL IN MOUNTAIN AND URBAN ENVIRONMENTS – USE OF MOUNTAINEERING TECHNIQUES



In crisis situations, both in mountain and urban environments, **mobility, movement, securing, and evacuation capabilities in vertical or rugged spaces become a critical survival factor.**

Steep terrain, damaged infrastructure, limited access, or the impossibility of using conventional routes of travel require resorting to specific mountaineering techniques, adapted to the emergency context and the real constraints of a crisis situation. **In this framework, mountaineering is not approached as a sporting or recreational activity, but as a set of functional skills essential for survival, self-rescue, and supporting other people in danger, and mountaineering techniques are presented as means of critical survival, not optional advanced skills.**

Using mountaineering techniques in survival involves understanding safety principles, risk management, and the limits imposed by stress, fatigue, and available resources. Whether it is crossing difficult mountain terrain, performing a controlled descent from a cliff, or evacuating from a structurally affected building, these techniques provide effective solutions for overcoming vertical obstacles and maintaining control over one's own safety. Adaptability and improvisation skills become essential, especially when standard equipment is missing or incomplete.

This subsection aims to highlight the role of mountaineering techniques as survival tools in hostile, mountain, and urban environments, emphasizing their practical applicability and the correct transfer of skills to instructors and subsequently to trainees. The approach pursues not only the acquisition of the techniques themselves, but also the development of the ability to teach them safely, to assess risks, and to adapt training to different crisis scenarios. In this way, mountaineering techniques become an integral part of a coherent survival system based on responsibility, discipline, and a culture of safety.

THE ROLE OF MOUNTAINEERING TECHNIQUES FOR SURVIVAL

The relevance of mountaineering techniques is particularly evident in mountain environments, where rugged terrain, rocky cliffs, deep valleys, exposed ridges, or forests with difficult access limit conventional movement and significantly increase the risk of injury. In such situations, the correct use of belaying techniques, movement on exposed terrain, controlled descent, or traversing allows overcoming natural obstacles and maintaining control over one's own safety. Mountaineering techniques become essential both for preventing accidents and for managing unforeseen situations, such as losing the trail, injuring a group member, or deteriorating weather conditions.

In urban environments, the importance of these techniques is often underestimated, although crisis situations – earthquakes, fires, explosions, partial building collapses – frequently generate vertical obstacles and unstable structures. Damaged buildings, destroyed staircases, non-functional elevators, exposed facades, or industrial structures require alternative solutions for access and evacuation. In this context, mountaineering techniques enable controlled vertical movement, securing untrained individuals, descending from heights, and accessing hard-to-reach areas, directly contributing to increased survival chances and limiting additional risks.

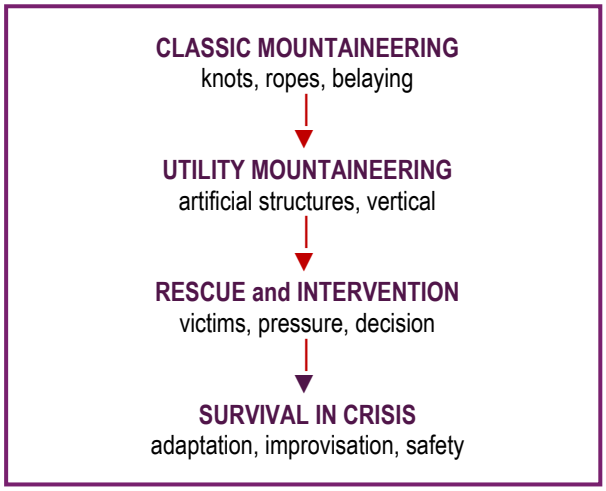
The mountaineering techniques used for survival result from the interconnection of several complementary fields:

- **Sport/classic mountaineering** – which provides the technical foundation regarding knots, ropes, belays, and safety principles.
- **Utility mountaineering** – brings experience in working in artificial environments, on industrial or urban structures, where stability is uncertain and maneuvering space is limited.

Rescue and intervention techniques integrate these competencies into an operational framework, oriented toward protecting life, managing casualties, and coordinating actions under pressure. In crisis situations, the survivor must be able to combine these elements in a coherent manner, adapted to the specific context.

	CLASSIC MOUNTAINEERING	SURVIVAL (MOUNTAIN and URBAN)	MESSAGES
PURPOSE	– Performance, recreation, sporting objectives.	– Maintaining life, self-rescue, evacuation.	*Techniques are means, not ends*
CONTEXT	– Controlled, planned.	– Unpredictable, degraded, hostile.	*Adaptation takes precedence over perfection*
MOBILITY	– Established routes.	– Non-conventional movement, vertical obstacles.	*Mobility saves lives*
SECURING	– Full equipment standard.	– Limited equipment, improvisations.	*Relative safety, not absolute*
RESCUE	– Dedicated team.	– Self-rescue / assisted rescue.	*Anyone can become the first rescuer*
DECISION	– Enough time.	– Pressure, stress, fatigue.	*Decision is part of the technique*
RISK	– Calculated and assumed.	– Increased and dynamic.	*Continuous risk assessment*

MOUNTAINEERING TECHNIQUES – INTERCONNECTION OF FIELDS



THE IMPORTANCE OF MOUNTAINEERING TECHNIQUES DEPENDING ON THE ENVIRONMENT

The importance of mountaineering techniques **varies depending on the environment in which they are applied**, but their role in survival remains essential both in mountain areas and in urban environments. The specific characteristics of each environment – rugged terrain, respectively vertical and unstable infrastructure – require adapted technical solutions for movement, securing, and evacuation. Understanding these differences allows the efficient and responsible use of mountaineering techniques according to the real context of the crisis situation.

	TYPES OF CRISIS SITUATIONS	RELEVANT MOUNTAINEERING TECHNIQUES	SURVIVAL BENEFIT
MOUNTAIN	– Steep slopes, falls, losing the trail.	– Belaying, rappelling, traverses.	– Prevention of fatal accidents.
	– Injury in exposed terrain.	– Anchoring, assisted descent.	– Controlled evacuation.
URBAN	– Earthquakes, fires.	– Rappelling, belaying.	– Evacuation from buildings.
	– Unstable structures.	– Vertical movement, anchoring.	– Safe access to hazardous areas.
	– Rescue of persons.	– Securing third parties, lowering.	– Protection of victims.

However, the use of climbing techniques in real crisis situations is marked by significant limitations and risks. Equipment may be incomplete, damaged, or unsuitable, and improvisations, although necessary, increase the level of risk. Psychological stress, accumulated fatigue, adverse weather conditions, and time pressure affect decision-making ability and the correct execution of techniques.

In this context, training must emphasize not only ***"how to do it,"*** but especially ***"when to do it," "whether to do it"*** and ***"what the consequences of the decision taken are".***

LIMITATIONS AND RISKS

	IMPACT ON TECHNIQUES	RECOMMENDED APPROACH
INCOMPLETE EQUIPMENT	– Increases the risk of accidents.	– Practicing controlled improvisation.
PSYCHOLOGICAL STRESS	– Wrong decisions.	– Realistic scenarios, progressive pressure.
FATIGUE	– Faulty execution.	– Effort management
ADVERSE WEATHER	– Decreased grip and visibility.	– Analysis of conditions before action.
LACK OF EXPERIENCE	– Overexertion.	– Limiting the techniques taught.

FUNDAMENTAL SAFETY AND RISK MANAGEMENT PRINCIPLES

SAFETY in the use of climbing techniques in survival situations is the exclusive result of the rigorous application of **fundamental principles and effective risk management and ensuring appropriate equipment.** Instability, unpredictability, and psychological pressure require continuous hazard assessment and responsible decision-making.

1. THE PRINCIPLE OF REDUNDANCY – permanent backup	
DEFINITION – Any critical safety system must have at least one functional backup solution.	
PRACTICAL APPLICATION	✓ Two independent anchor points; ✓ Additional safety knot; ✓ Autoblock on rappel; ✓ Human backup – teammate, when possible.

WITHOUT REDUNDANCY	WITH REDUNDANCY
– Single anchor point – One knot – Simple rappel	– Two independent anchors – Knot + safety knot – Rappel + autoblock

Redundancy does not eliminate risk, but it prevents the fatal consequences of error.

2. THE PRINCIPLE OF THE THREE POINTS OF ATTACHMENT	
DEFINITION – The permanent maintenance of **at least three stable points of contact** with the support. 3 points = CONTROL 2 points = INSTABILITY 1 point = MAJOR DANGER	
PRACTICAL APPLICATION	✓ Two feet + one hand; ✓ Two hands + one foot; ✓ Two anchor points + self-belay.
PURPOSE	– increased stability; – load distribution; – reducing the risk of slipping.
A simple principle, easy to remember, with a major impact on safety.	

DYNAMIC RISK ASSESSMENT

Dynamic risk assessment is a continuous process, essential in the use of climbing techniques in crisis situations. Mountain and urban environments are characterized by rapid changes in conditions, which requires the permanent reassessment of the stability of the support, objective hazards, and subjective factors.

The ability to identify and adapt decisions in real time directly contributes to reducing critical risks and increasing the chances of survival.

WARNING! – THE MOST DANGEROUS HAZARDS ARE THE SUBJECTIVE ONES, BECAUSE THEY ARE INVISIBLE!

STABILITY OF THE SUPPORT	OBJECTIVE HAZARDS	SUBJECTIVE HAZARDS
– friable rock; – trees, poles, railings; – beams, stairs, structural elements.	– rockfalls; – avalanches; – structural collapse; – fires, smoke, explosions.	– panic; – overconfidence; – fatigue; – lack of experience.
HAZARD TYPE	**CAN IT BE CONTROLLED?**	**MEASURES**
– **OBJECTIVE**	– PARTIAL	– Avoidance, protection
– **SUBJECTIVE**	– YES	– Training and discipline

THE MAIN RULE IN MOUNTAINEERING *"DON'T TIE YOURSELF TO ANYTHING YOU HAVEN'T TESTED WITH YOUR OWN WEIGHT"*

MEANING:

- every anchor point must be **tested progressively**;
- no assumptions are accepted.

APPLICATION:

- gradual loading;
- observing the support's reaction;
- listening for sounds (cracks, shifts).

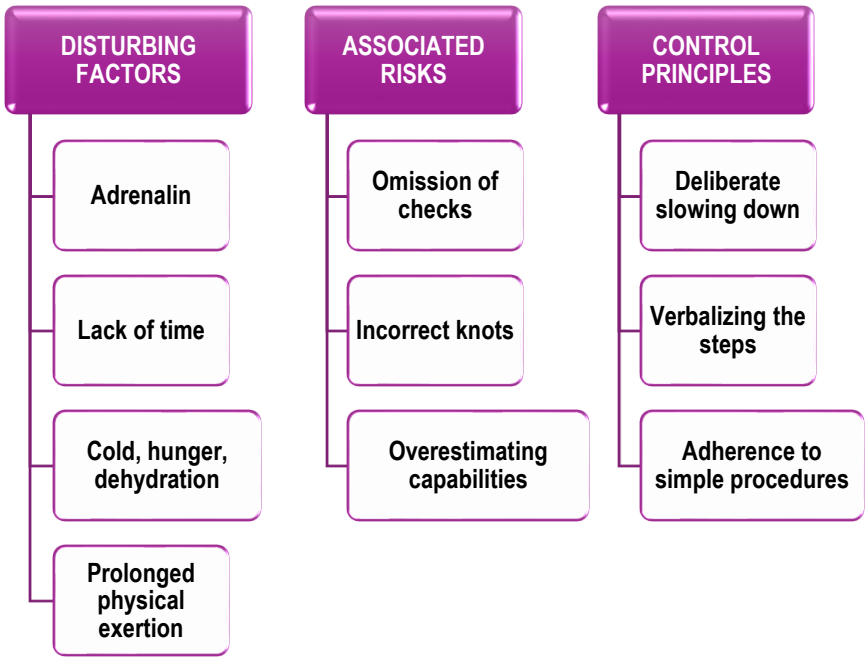
COMMON MISTAKE:

- *"It looks solid" ≠ "It is solid".*

DECISION-MAKING UNDER STRESS AND FATIGUE

Decision-making under stress and fatigue is one of the greatest challenges in crisis situations involving the use of mountaineering techniques. Time pressure, prolonged physical exertion, and the psychological impact of danger can significantly affect the ability to analyze and execute correctly.

In this context, adhering to safety principles and applying simple, well-practiced procedures become essential for preventing critical errors.



STATE	TYPICAL DECISION	RISK
CALM	– Rational	– Low
STRESS	– Impulsive	– High
FATIGUE	– Deficient	– Critical

Mountaineering techniques save lives only when applied with discipline, redundancy, and continuous risk assessment.

BASIC EQUIPMENT AND IMPROVISATIONS IN MOUNTAINEERING IN CRISIS SITUATIONS

- ✓ In crisis situations, ideal equipment is rarely available.
- ✓ Survival depends on the ability to correctly use what exists, to improvise responsibly, and to understand the limits of each adopted solution.
- ✓ **The difference between *"technically correct"* and *"acceptable in survival"*** must be very well understood, in the context of application and in the pursued objective.
  - ***"TECHNICALLY CORRECT"*** involves the use of complete equipment, standardized procedures, and controlled conditions, as taught in classical or sport mountaineering.
  - ***"ACCEPTABLE IN SURVIVAL"*** refers to functional and relatively safe solutions, applied under conditions of limited resources, stress, and reduced time, when the alternative is inaction or exposure to greater risk. For example, using a munter hitch instead of an ATC device is not the ideal solution from a technical standpoint, but it is acceptable in survival if it ensures control of the descent and is used correctly, in the absence of standard equipment.

1. GENERAL PRINCIPLES REGARDING EQUIPMENT IN CRISIS SITUATIONS

- **Equipment IS A MEANS, not A GUARANTEE OF SAFETY.**
- Priority in establishing equipment – **FUNCTIONALITY, SIMPLICITY, RELIABILITY**.
- **DON'T FORGET THAT YOU CAN FREQUENTLY OPERATE** with:
  - incomplete equipment;
  - damaged equipment;
  - makeshift solutions.
    - **BUT, CAUTION! – Any improvisation must be:**
      - **critically evaluated;**
      - **progressively tested;**
      - **used temporarily.**

"Less equipment, but correctly understood" is preferable to complete equipment, but used incorrectly.

2. BASIC EQUIPMENT – MINIMUM FUNCTIONAL SET

2.1. ROPES AND FLEXIBLE MATERIALS



PRINCIPLES

- visual and tactile inspection;
- avoiding sharp edges;
- protecting the rope improvised (textile, clothes).

	USE IN SURVIVAL	OBSERVATIONS
STATIC ROPE	– Rappel, evacuation	– Better control
DYNAMIC ROPE	– Belaying	– Shock absorption
CORDELETTE	– Knots, loops	– High versatility
WEBBING	– Anchoring	– High strength

2.2. HARNESSES – STANDARD AND IMPROVISED

STANDARD HARNESS	– correct load distribution; – increased comfort; – reduced setup time.
IMPROVISED HARNESS	– **MADE FROM:** – webbing; – cordelette; – straps; – strong scarves. – **USED ONLY:** – temporarily; – for controlled loads.



2.3. CARABINERS AND CONNECTION ELEMENTS



USES

- connecting to an anchor;
- self-belaying;
- redirecting ropes.

TYPE	ROLE	WARNINGS
WITH SAFETY	– Belaying	– Preferred
WITHOUT SAFETY	– Temporary connection	– Increased risk
IMPROVISED	– Last resort	– Mandatory testing

2.4. BELAY AND DESCENT DEVICES

ATC – BELAY / DESCENT DEVICE	– is a simple mechanical device used for belaying and controlling descent on a rope. Its main function is to create controlled friction so you can descend safely or belay a rope partner.	
OPT – METAL DEVICE (IN THE SHAPE OF AN "8")	– used for descent and belaying, it creates controlled friction for rappelling or belaying a partner. In addition, it allows the dissipation of heat generated by rope friction.	
SIMPLE DESCENDER –	– is a small mechanical device used for controlled rappelling and minimalist belaying. It controls descent speed through friction and allows quick changes in rope direction.	
DEDICATED AUTOBLOCK –	– a device that automatically locks the rope in case of a slip. It is for extra protection in rappelling or rope climbing because it allows the user to rest without risk of falling.	
ASSISTED DEVICE –	– a mechanical device that helps lock the rope during rappel or belay, with partially automatic force. It reduces user effort and provides additional safety for descents or belaying a partner.	

The abbreviation ATC comes from "Air Traffic Controller", but in the context of climbing it was used metaphorically, due to the similarity of the control principle. Just as an air traffic controller manages the flow of airplanes, the ATC (TUBULAR CLIMBING DEVICE) controls the flow of the rope during belaying and rappelling.

- ✓ The professional must know the **FUNCTIONAL EQUIVALENT**, not just the device.
- ✓ **IN SURVIVAL, FUNCTION IS MORE IMPORTANT THAN THE DEVICE –** if the function can be safely fulfilled by another means, the solution is acceptable.

- ✓ **DESCENT CONTROL** → ATC → Clove hitch
- ✓ **CONSTANT BRAKING** → Figure eight → Munter hitch
- ✓ **SIMPLE DESCENT** → Descender → Carabiner
- ✓ **BACKUP** → Autoblock → Prusik knot

- ✓ If you can control the speed of the descent and stop safely, the function is fulfilled.
- ✓ There is no safe anchor without **progressive testing**.

FUNCTIONAL EQUIVALENT – STANDARD DEVICES and IMPROVISED ALTERNATIVES

- ✓ The functional equivalent is acceptable **only if the user masters the technique**.
- ✓ "I don't ask what device you use, but **what function it performs** and **how you control it**."

FUNCTION PERFORMED – DESCENT CONTROL – RAPPEL

STANDARD DEVICE	FUNCTION FULFILLED	IMPROVISED FUNCTIONAL EQUIVALENT	OBSERVATIONS
ATC	– Controlled descent – Progressive braking	– Clove hitch	– Good control, rope wear
OPT	– Descent / Braking + heat dissipation	– Munter hitch	– Requires experience
SIMPLE DESCENDER	– Simple controlled descent	– Rappel with carabiner	– Reduced braking

FUNCTION PERFORMED – BRAKING AND ROPE CONTROL

STANDARD DEVICE	WHAT IT DOES	FUNCTIONAL EQUIVALENT	LIMITATIONS
ATC	– Creates friction	– Clove hitch	– Twists the rope
OPT	– Constant braking	– Munter hitch	– Consumes energy
DESCENDER	– Stability	– Carabiner + friction	– Limited control

FUNCTION PERFORMED – SAFETY IN CASE OF A FALL

STANDARD DEVICE	FUNCTION	FUNCTIONAL EQUIVALENT	OBSERVATIONS
DEDICATED SELF-LOCKING	– Automatic locking / safety	– Prusik knot / French self-locking	– Requires adjustment
ASSISTED DEVICE	– Fall limitation	– Knot + correct manual technique	– Depends on the user

FUNCTION ACHIEVED – VERSATILITY IN THE ABSENCE OF EQUIPMENT

EQUIPMENT	VERSATILITY	IMPROVISED EQUIVALENT	RISK
ATC	– Multifunctional	– Half-clove hitch knot	– Medium
OPT	– Robust	– Munter knot	– Medium–high
DESCENDER	– Simple	– Carabiner	– High

CRITICAL LIMITATIONS OF FUNCTIONAL EQUIVALENTS

- less or unpredictable friction;
- accelerated rope wear;
- requires **experience and constant manual control**;
- increased risk under stress and fatigue.

2.5. PERSONAL PROTECTIVE EQUIPMENT

Personal protective equipment represents the **first line of defense in using climbing techniques in crisis situations,** playing the role of reducing the impact of accidents and hostile environmental factors. In mountain and urban environments affected by crisis, this equipment contributes to maintaining physical integrity and increasing the capacity to act under high-risk conditions. Correct and context-adapted use is essential for their real effectiveness.

EQUIPMENT	ROLE	
ADJUSTABLE HELMET	– Impact protection	
GLOVES	– Control and protection	
FOOTWEAR	– Stability	
CLOTHING	– Thermal protection	

3. IMPROVISATIONS IN CRISIS SITUATIONS

Improvisations in crisis situations occur when standard equipment is incomplete, unavailable, or inadequate for the actual field context. Under these conditions, the ability to identify temporary functional solutions based on correct safety principles becomes essential for maintaining control and increasing the chances of survival. Responsible improvisation does not replace proper technique but adapts it to the limitations imposed by the crisis situation. Improvisation increases risk, but **lack of action can be more dangerous**.

3.1. IMPROVISED ANCHOR POINTS – critical elements in using climbing techniques in crisis situations, **when standard anchors are not available.** Their stability and reliability must be evaluated with utmost care, as the entire safety of the system depends on the quality of the anchoring. In this context, knowledge of selection, testing, and redundancy principles is essential for reducing major risks.

TYPE	EXAMPLES
NATURAL	– Trees, rock, roots
URBAN	– Beams, railings, vehicles
COMBINED	– Structures + webbing

3.2. KNOTS WITH FUNCTIONAL ROLE – represent some of the most versatile and reliable improvisation solutions in crisis situations, being able to temporarily replace missing mechanical devices.

By using knots correctly, essential functions such as belaying, controlled descent, self-locking, or anchoring can be performed.

In the survival context, the importance of knots lies not in their variety, but in the ability to know how to tie them correctly and safely.

KNOT	FUNCTION
OPT	– Tying
BOWLINE – FIXED LOOP KNOT / SAFE END KNOT	– Anchoring
PRUSIK – FRICTION KNOT / SELF-LOCKING KNOT	– Self-locking
DOUBLE FISHERMAN'S	– Connecting

3.3. LIMITATIONS OF IMPROVISATION

Although improvisation is often necessary in crisis situations, it **involves limitations and risks that must be understood and properly managed.**

Improvised solutions are, by their nature, **temporary and offer a lower level of safety** than standard equipment, requiring careful evaluation and constant control. Awareness of the limits of improvisation is essential for preventing dangerous decisions and maintaining a balance between necessity and safety.

	RISK
INAPPROPRIATE MATERIAL	– Failure
LACK OF KNOWLEDGE	– Misuse
OVERLOAD	– Accident

ESSENTIAL KNOTS FOR SURVIVAL AND THEIR TEACHING

1. BINDING KNOTS			
SIMPLE / DOUBLE FIGURE-EIGHT – creates a fixed loop at the end of the rope, secure attachment of equipment.	1. Form a loop in the rope. 2. Pass the free end of the rope through the loop, then wrap it around and bring it back through the loop, forming the figure "8". 3. Tighten the knot and check for any loose loops. 4. The double knot is made by passing the rope doubled for extra security.		– Demonstrate step by step, then give the trainees ropes for practice.
CLOVE HITCH – improvised belay knot, controlled descent and rappelling.	1. Wrap the working rope around the cord or main rope. 2. Form an "eye" and pass the free end through it. 3. Hold the knot with one hand and let it slide in a controlled manner.		– Demonstrate on a fixed rope; individual practice.
BOWLINE ANCHOR KNOT / FIXED LOOP KNOT / SAFE END KNOT – fixed, quick, stable loop, easy to untie.	1. Form a small eye in the rope. 2. Pass the free end through the eye from bottom to top. 3. Wrap the free end around the main rope and bring it back through the eye. 4. Tighten the knot.		– Use the analogy "the rabbit comes out of the hole and runs around the tree," easy for trainees to remember.
2. BELAY AND SELF-BELAY KNOTS			
PRUSIK / FRICTION KNOT / SELF-LOCKING KNOT – self-locking on a vertical rope	1. Make a small loop from thin cord. 2. Wrap the main rope 2–3 times with the loop. 3. The knot slides when loose but locks when loaded.		– Demonstrate on a fixed rope; show how it locks and unlocks.
FRENCH PRUSIK – self-locking knot for rappelling or descending.	1. The cord loop is wrapped around the main rope 3–5 times. 2. The free end passes through the eye for securing. 3. The knot locks under load and unlocks easily by hand.		– Emphasize the difference between the Prusik (more flexible) and the French Prusik (safer for heavy loads).
3. ROPE JOINING KNOTS			
DOUBLE FISHERMAN'S KNOT – joining two ropes or cords of the same diameter.	1. Wrap the ends of the ropes around each other, forming a simple knot. 2. Repeat for the second rope, forming a double knot. 3. Tighten the knot, checking that the two knots are parallel.		– Exercise in pairs, checking the tightness of the knot.
WATER KNOT – joining two flat tapes or webbings.	1. Form a simple knot with tape 1. 2. Pass the end of tape 2 through the same path in reverse. 3. Tighten firmly and check the symmetry of the knot.		– Ideal for improvised anchors and lifting or rescue systems.

MOVEMENT AND SURVIVAL TECHNIQUES IN MOUNTAIN TERRAIN

- ✓ On average, an adult ascends about 300 m of elevation gain in one hour and descends about 500 m in one hour.
- ✓ The normal walking speed on flat terrain is 4 km/h, while on rough terrain and in harsh weather conditions, walking speed drops to 3.5 - 2 km/h.

1. MOVING ON ROUGH TERRAIN

SAFE WALKING – refers to controlled movement on unstable terrain – steep slopes, scree, ridges – while constantly maintaining balance and support points. In survival situations, safe walking reduces the risk of slipping, injury, or premature exhaustion.

TECHNIQUES USED

- keep the center of gravity low;
- take small, calculated steps;
- use hands for support and stability;
- maintain at least **three points of contact** whenever possible.

EXPOSED TRAVERSES – involve lateral movement in areas with a high risk of falling – ledges, steep slopes, narrow ridges. In crisis situations, **improvised belaying** (rope, temporary anchoring) is recommended whenever the risk exceeds the acceptable level.

TECHNIQUES USED

- move laterally with the body facing the wall;
- alternate hand and foot support;
- use natural support points (holds, trees, solid rock).

CONTROLLED DESCENTS – Descending is often more dangerous than ascending, due to loss of visibility and fatigue. In survival situations, controlled descent prevents injuries that could make continuing movement impossible.

TECHNIQUES USED

- position the body sideways or facing the wall, depending on the slope;
- test every support point;
- avoid jumps or rapid descents.

2. EMERGENCY RAPPELLING TECHNIQUES

RAPPEL WITH IMPROVISED DEVICES – When standard devices are unavailable, improvised solutions can be used – carabiners, friction knots. **Improvised rappelling is acceptable only when no alternatives exist and requires maximum attention.**

TECHNIQUES USED

- use an autoblock (Prusik / French) as additional safety;
- test the system before descending.

RAPPEL WITH THE MUNTER HITCH – allows controlled descent directly on the carabiner. It is a typical **survival** solution, not an optimal technical one.

ADVANTAGES:

- quick to set up;
- works with minimal equipment;
- allows speed adjustment by hand.

LIMITATIONS:

- causes rope twisting;
- fatigues the user greatly;
- requires experience for safe control.

ROPE RECOVERY – After rappelling, rope recovery is essential for continuing movement or rescue. In survival, losing the rope can completely compromise subsequent mobility.

TECHNIQUES USED

- checking the rope's trajectory (avoiding snags);
- proper positioning of end knots;
- anticipating friction and snag points.

3. SELF-RESCUE

EXITING THE RAPPEL – Exiting the rappel involves freeing oneself from a stuck or dangerous descent system, being a critical skill for individual survival.

- rope jamming;
- physical exhaustion;
- unexpected obstacles.

TECHNIQUES USED

- transferring weight to an autoblock knot;
- reconfiguring the system;
- temporary belay before continuing.

CLIMBING THE ROPE WITH KNOTS – Climbing the rope using knots (Prusik, French autoblock) allows overcoming an obstacle or returning to a safe area. In survival, this technique can make the difference between evacuation and being stuck in the terrain.

TECHNIQUES USED

- alternating knots (one for support, one for traction);
- maintaining body balance;
- conserving energy.

URBAN SURVIVAL TECHNIQUES WITH MOUNTAINEERING APPLICABILITY

Mountaineering techniques applied in the urban environment must be viewed as **a set of transferable skills**, adapted to degraded infrastructure and heightened psychological factors.

- ✓ **The principles are the same** – safety, redundancy, continuous assessment.
- ✓ **The context differs**, and techniques must be **adapted to the environment**, not applied mechanically.
- ✓ Survival depends on the **ability to transfer skills** from the mountains to the urban environment and vice versa.

Effective urban survival requires **simplicity, control, and quick decisions**, not complex technical executions.

VERTICAL ACCESS AND EVACUATION

CONTROLLED DESCENT FROM BUILDINGS – is one of the most common urban survival situations, especially in fires, earthquakes, or structural damage. Both standard devices and improvised solutions are used, with emphasis on **minimum acceptable safety.**

TECHNIQUES USED

- vertical or oblique descents on facades;
- controlling descent speed;
- maintaining distance from the wall to avoid obstacles.

FACADE TRAVERSING – involves lateral movement on vertical or inclined surfaces, using architectural elements as support points. It is an essential technique when internal routes are blocked or dangerous.

TECHNIQUES USED

- moving facing the wall;
- lateral belay or self-belay;
- use of temporary anchorages.

ACCESS THROUGH STRUCTURAL OPENINGS – windows, balconies, elevator shafts, openings resulting from collapse - can represent the only access or evacuation routes. Assessing the edges of openings is critical due to the risk of secondary collapse.

TECHNIQUES USED

- controlled descent or ascent in confined spaces;
- safe positioning for assessment and intervention;
- maintaining body stability in low-visibility spaces.

WORKING IN UNSTABLE SPACES

DAMAGED BUILDINGS – structurally affected buildings pose major risks – partial collapses, suspended elements, vibrations. A constant dynamic assessment of the structure's stability is required.

TECHNIQUES USED

- distributing body weight;
- limiting contact with unsafe surfaces;
- continuous self-belay while moving.

BROKEN STAIRS – damaged or missing stairs are a common obstacle in the urban crisis environment. The basic principle – **do not test the stair with your full weight before securing**.

TECHNIQUES USED

- descending or ascending on rope;
- traversing with self-belay;
- using stairwell openings as a vertical route.

METAL STRUCTURES – Metal structures (scaffolding, beams, industrial frames) can be used as travel routes or anchor points. It is recommended to protect the rope and avoid sudden loads.

SPECIFICS

- slippery surfaces;
- sharp edges;
- transmission of vibrations.

INTEGRATION OF CLIMBING TECHNIQUES

SEARCH AND RESCUE – Climbing techniques allow rapid access to hard-to-reach or dangerous areas, being an **access tool**.

TECHNIQUES USED

- controlled descents for visual assessment;
- safe positioning for victim extraction;
- creating safe routes for intervention.

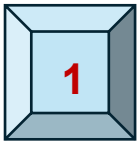
EVACUATION OF UNTRAINED PERSONS – involves simple and redundant systems, strict control of movements, and clear, calm communication.

TECHNIQUES USED

- assisted descent;
- passive guidance;
- reducing panic through mechanical stability.

MOVEMENT AND SURVIVAL TECHNIQUES
COMPARISON MOUNTAIN ENVIRONMENT /. URBAN ENVIRONMENT

	MOUNTAIN ENVIRONMENT	URBAN ENVIRONMENT
TERRAIN TYPE	– Natural, irregular, unstable (rock, scree, earth, snow).	– Artificial, rigid, often degraded (concrete, metal, glass).
MAIN HAZARDS	– Rockfall, landslides, large elevation differences, severe weather.	– Structural collapse, sharp edges, falls, fires.
BASIC MOVEMENT	– Secure walking on slopes and steep terrain.	– Controlled movement on unstable structures (stairs, beams, facades).
EXPOSED TRAVERSES	– Ledges, sloping faces, ridge edges.	– Gaps between buildings, improvised walkways, floor edges.
DESCENTS	– Steep slopes.	– Elevator shafts, destroyed stairs, facades.
RAPPEL	– From rock, trees, natural anchors.	– From balconies, beams, metal structures.
ANCHOR TYPE	– Natural or improvised (rock, tree, boulder).	– Artificial, often improvised (pipes, frames, structural elements).
ROPE RECOVERY	– Influenced by terrain and friction on rock.	– Influenced by edges, corners, debris.
SELF-RESCUE	– Climbing the rope, exiting rappel on the wall.	– Exiting rappel on the facade, returning to a safe level.
ENERGY EXPENDITURE	– High, progressive, influenced by altitude.	– High, often sudden, influenced by stress and smoke.
VISIBILITY	– Variable (fog, night, terrain).	– Reduced (smoke, dust, darkness)
DOMINANT PSYCHOLOGICAL FACTOR	– Isolation, prolonged effort.	– Psychological pressure, panic, limited time.



APPLIED TRAINING FORM –
SURVIVAL IN CRISIS SITUATIONS IN MOUNTAIN AND URBAN ENVIRONMENTS – USE OF CLIMBING TECHNIQUES.
MOUNTAIN SCENARIOS, URBAN SCENARIOS, EXERCISES FOR RISK ASSESSMENT, MANAGEMENT OF GROUPS IN VERTICAL ENVIRONMENTS.

PARTICIPANTS – professionals.
ACTIVITY TYPE – Integrated practical exercise, with multiple scenarios and formative assessment
PURPOSE – Developing facilitation, communication and proper training skills regarding the correct management of crisis situations in mountain and urban environments.
OBJECTIVES – Professionals will be able to:

- Analyze and **dynamically assess risks** in a vertical mountain and urban environment.
- Apply climbing techniques for **mobility, securing, and evacuation**, not sport.
- Select technical solutions **acceptable for survival**, including controlled improvisations.
- **Coordinate and manage a group** in a vertical environment, under stress and constraints.
- Provide structured feedback and lead the post-exercise debriefing.

STRUCTURE OF THE APPLIED TRAINING SESSION

STAGE	METHOD	DURATION	MATERIALS	TASKS / GUIDELINES
1. INITIAL BRIEFING	Guided presentation + discussion.	15 min	Flipchart, terrain/building sketch.	Present the crisis context, exercise objectives, safety rules, and evaluation criteria.
2. MOUNTAIN SCENARIOS	Team-based practical exercise.	45 min	Rope, carabiners, natural anchors.	Observe decisions, ask questions like "what do you check?", "what do you risk?", without intervening directly.
3. URBAN SCENARIOS	Role-play + practical application.	45 min	Artificial structure, railings, ropes.	Assess the ability to adapt techniques to a degraded urban environment.
4. RISK ASSESSMENT AND GROUP MANAGEMENT	Guided analysis. Team leadership simulation.	30 min	Risk assessment sheets. Simulated incomplete equipment.	Ask trainees to justify the decisions made and the rejected alternatives. Monitor communication, role distribution, and stress control.
6. DEBRIEFING & FEEDBACK	Structured feedback.	30 min	Feedback model, checklist.	Guide reflection: what was correct, what was acceptable, what was risky.

STAGE 1 – MOUNTAIN SCENARIOS – SCENARIO 1 – EMERGENCY RAPPEL

- **The SCENARIO 1 – EMERGENCY RAPPEL – is presented.** The scenario emphasizes decision-making under pressure, accepting minimal but safe technical solutions, and the ability to assess when an improvised rappel is justified and when it becomes an unacceptable risk. It also tracks how trainees explain these choices from a didactic perspective, preparing to pass on not just *"how it is done,"* but especially *"why it is done this way"* in a survival context. Observe how trainees manage friction, speed control, and communication among team members.
  - *You are in a steep mountain area where normal progression is blocked by a rock wall that cannot be safely bypassed. Descending is the only viable option, but the available equipment is incomplete. You only have a rope, a few carabiners, a textile sling, and a cord. There are no dedicated rappel devices, and anchor points are limited to natural features that require careful assessment.*
- **The tasks are assigned to the instructors –** *You must decide quickly*
  - *Performing an emergency rappel using improvised techniques and solutions.*
  - *Selecting and checking the anchor point.*
  - *Setting up the descent system.*
  - *Integrating an additional safety solution.*
  - *Testing the system before use.*
  - *Explaining and justifying the improvisations made.*

SUGGESTED SOLUTION

- ***Proceed to the first step: selecting and evaluating the anchor point and choosing*** *a natural or structural element that appears solid – a tree, a rock block – and assess it for stability, load direction, and redundancy potential.*
- ***Test the anchor point with your own body weight****. If the anchor is imperfect, explicitly discuss risk acceptability in a survival context.*

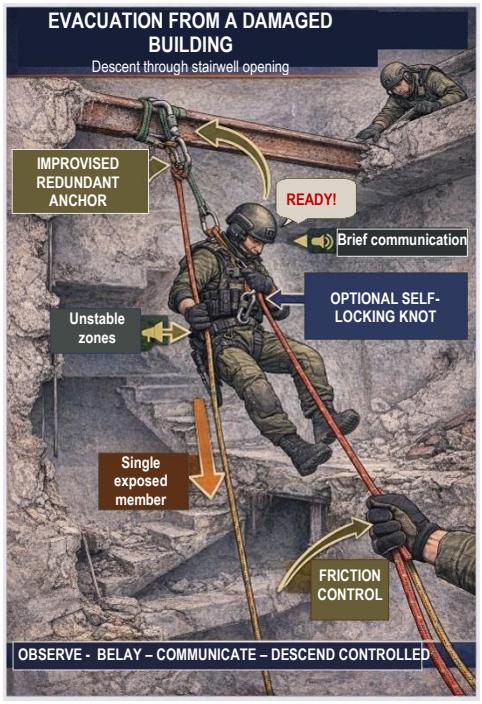


- Set up the rappel system using improvised solutions – the carabiner rappel and explain the system's operating mechanism – friction control, force direction, stopping method, additional safety.
- *The carabiner rappel uses* ***a single carabiner*** *as a friction point for a controlled descent on the rope. It converts* ***gravitational energy*** *into* ***friction****, allowing speed control and rope locking in an emergency.*
- *The rope passes through the carabiner, and* ***friction is adjusted*** *by body position and how the rope is wrapped around the body.* ***The longer the rope path over the carabiner or over multiple points, the greater the friction****, and the lower the descent speed.*
- *The carabiner attaches to the anchor point, the rope passes through the carabiner in a loop, and the free end is held with the control hand.*
- *To stop, you must tighten the rope.* ***Friction is the main control mechanism****, not arm strength.*
- *For extra safety we have included a* ***self-locking knot*** *(French prusik) on the main rope. The knot takes the weight and allows the control hand to be released.*

STAGE 2 – URBAN SCENARIOS – SCENARIO 2 – BUILDING EVACUATION THROUGH A VERTICAL STAIRWELL OPENING

- **Se presents SCENARIO 2 – BUILDING EVACUATION THROUGH A VERTICAL STAIRWELL OPENING – You are** *in a building affected by an earthquake, where normal evacuation is blocked by structural elements – deformed railings, broken stairs, partially collapsed floors, and unstable anchorages.*
- **The team tasks are presented** – *you must evacuate the building through a vertical stairwell opening, the only safe route to the external assembly point.*

GUIDELINE SOLUTION



– ***The situation analysis and risk assessment are carried out:***
  – *Visual inspection of railings, floors, and walls for signs of cracks or displacements;*
  – *Testing support points with minimal body weight;*
  – *Assessing the risk of falling suspended elements;*
  – *Identifying possible temporary anchor points, such as metal beams, pillars, or improvised ropes.*

– ***The evacuation route is established step by step,*** *so as to minimize exposure and contact with unsafe elements:*
  – *I choose the stable edges of the stairwell opening where the remaining railings and steps are the most stable;*
  – *Avoid central areas, unstable thresholds, or direct crossing of deformed railings or thin beams even if the route becomes longer;*
  – *Check the anchor points and determine the main anchor point for the rope or the improvised friction system;*
  – *If necessary, perform short rappels or controlled descents, using ropes and improvised anchor points.*

– ***The rope is fixed to the main anchor point and the type of descent is decided based on risk*** – ***simple improvised rappel with an additional prusik knot for safety****;*

– *A team member is assigned for assistance and supervision to prevent slipping or dangerous swinging.*

– ***The descent is carried out in a controlled manner****:*
  – *Team members descend individually, one at a time;*
  – *Continuous contact is maintained with safe points – feet on steps/edges, hands on the rope or stable points;*
  – *The principle of only one member exposed at a time is applied to limit the risk of a multiple accident;*
  – *The free end of the rope is kept under permanent control using simple friction techniques;*

– ***An exercise leader has been established*** *who coordinates the team flow, monitors members' stress, and assigns precise tasks to team members who can help stabilize ropes or improvised points. Communication through short, constant verbal signals has also been established;*

– ***After evacuation, the team regroups in a safe area and discusses:***
  – *Which points were stable and which proved unsafe;*
  – *What improvisations were necessary and why;*
  – *How this scenario could be passed on to professional for learning;*
  – *Which decisions were technically correct and which were acceptable only from a survival perspective.*

STAGE 3 – EXERCISES FOR RISK ASSESSMENT – CROSSING A RUGGED MOUNTAIN AREA - professionals identify, analyze, and prioritize risks in a mountain scenario, applying dynamic assessment and proposing safer alternative solutions.

- ***The following scenario is presented –*** *"You are in a rugged mountain area, characterized by a rocky cliff interrupted by a narrow ledge with a downward slope and significant exposure. The terrain is partially unstable, with loose stones and limited holds, and weather conditions are deteriorating – moderate wind, reduced visibility. You must traverse this area laterally to continue moving toward a point considered safe, without the possibility of returning to the original route."*
- ***The following tasks are assigned:***
  1. ***You must identify objective hazards:***
     - *falls from height;*
     - *structural collapse / detachment of elements;*
     - *sliding, loss of balance;*
     - *insufficient friction / anchor failure.*
  2. ***Identify subjective hazards:***
     - *haste ("we need to get out fast");*
     - *overconfidence ("it will work anyway");*
     - *panic / lack of communication;*
     - *cognitive and physical fatigue.*
  3. ***Assess the risk using the RISK MATRIX:***
     - *before execution;*
     - *during execution (dynamic assessment).*
  4. ***Propose safer alternatives:***
     - *route modification;*
     - *changing the anchor point;*
     - *adding redundancy;*
     - *temporary suspension of the action.*
  5. ***Manage group management in a vertical environment:***
     - *establishing the leader;*
     - *clarity of commands;*
     - *controlling the group's pace;*
     - *maintaining the safety of the most vulnerable member;*
     - *reaction to errors and blockages*
- **Professional climbers identify hazards and complete the forms designed for this purpose:**

HAZARD IDENTIFICATION

OBJECTIVE HAZARDS

FALLS FROM HEIGHT	– Narrow ledge, high exposure
SLIDING ON UNSTABLE TERRAIN	– Loose rocks, descending slope
ROCKFALL	– Possibility of dislodging with every step
LOSS OF ORIENTATION	– Reduced visibility
BALANCE LOSS DUE TO WIND	– Especially on exposed sections

SUBJECTIVE HAZARDS

HASTE (WEATHER PRESSURE)	– Tendency to speed up the crossing
OVERCONFIDENCE	– Underestimating exposure
PANICA	– Amplified by wind and reduced visibility
PHYSICAL AND MENTAL FATIGUE	– Reduces decision-making ability
POOR COMMUNICATION	– Wind can mask commands

RISK ASSESSMENT – RISK MATRIX (PROBABILITY × CONSEQUENCE)

OBJECTIVE HAZARDS

HAZARD	PROBABILITY	CONSEQUENCE	RISK LEVEL
FALL INTO THE VOID	Medium	Critical	HIGH
SLIP ON THE ROPE	High	Critical	HIGH
ROCKFALL	Medium	Serious	MEDIUM–HIGH
LOSS OF BALANCE DUE TO WIND	Medium	Serious	MEDIUM

SUBJECTIVE HAZARDS

HAZARD	PROBABILITY	CONSEQUENCE	RISK LEVEL
HURRY	High	Serious	HIGH
PANICĂ	Average	Critical	HIGH
WRONG DECISIONS UNDER STRESS	Average	Serious	MEDIUM–HIGH

- **Professionals perform dynamic risk assessment –** it increases progressively with fatigue, prolonged exposure, and deteriorating weather, and varies from one trainee to another, considering different levels of balance and stress.
- **The following questions are posed for group discussions:**
  - *"What happens if the first member dislodges rocks?"*
  - *"How does the risk change after 10–15 minutes of traversing?"*
  - *"Who becomes the group's 'weak link'?"*

    SUGGESTED ANSWERS
    - **If the first member dislodges rocks –** the risk to those downstream immediately increases – impact, loss of balance, and the route becomes more unstable. Stopping, controlled clearing, or changing the line of travel is required.
    - **After 10–15 minutes of traversing –** the risk increases due to fatigue, decreased attention, and worsening weather conditions. The probability of human error becomes higher, even if the terrain remains the same.
    - ***The 'weak link'* of the group –** is the member most affected by stress, fatigue, or lack of experience, not necessarily the physically weakest. The group's pace and safety must be adapted to them.
- **Initial proposals are made for a safe and efficient solution –** *Traversing without protection presents an unacceptable risk relative to the potential consequences (fatal fall).*
- **The following risk reduction measures are proposed:**
  - Movement will be done protected, even minimally – fixed rope on natural anchors – trees, rock corners, stable boulders.
  - Self-belay knots will be used.
  - The principles will be strictly applied – three points of contact and only one member moving at a time.
  - We will traverse at a slow, controlled pace with planned breaks.
  - Positioning the most experienced member in the first position – route opening (there is also the possibility of placing them last for group control;
  - Communication will be clear, brief, and adapted to the wind.
- **A proposal is also made for a safer alternative**:
  - Easy climb to widen the path before the traverse;
  - Top-rope protection for less stable members;
  - Temporary waiting if the wind decreases.
- **A leader with competence and experience is designated before starting the traverse.** They are responsible for choosing the exact route on the ledge; establishing stopping points; deciding to stop or modify the plan.
- **The designated leader gives standardized, short, clear commands, avoiding** lengthy explanations during the traverse.
  - "STOP" – immediate halt;
  - "CLEAR" – route is clear;
  - "SECURED" – self-belay active;
  - "MOVING" – I am starting to move;
- **The designated leader also sets the mode of movement – individually**, with only one member moving at a time, respecting previously established pauses. The pace is set by the slowest member of the team;
- **To protect the most vulnerable member, the designated leader positioned them** immediately after the leader, additionally securing them with a shorter rope;
- **For situations where errors and obstructions occur, such as dislodging a rock, losing a hold, or imbalance caused by wind, the following procedures have been established:**
  - Immediate command: "STOP";
  - Stabilize the position;
  - Reassess the support points;
  - If the obstruction persists:
    - controlled retreat to the last safe position;
    - the leader takes over control;
  - Do not force progress.

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MODULE II – SPECIFICS OF SURVIVAL IN CRISIS SITUATIONS CAUSED BY CONFLICTS/WARS

- ✓ Survival in armed conflict zones.
- ✓ Main urban survival techniques and procedures in case of war or armed conflict.
- ✓ Digital survival and safety in the context of cyber warfare.
- ✓ Psychological resilience and community work in conditions of war / armed conflict.
- ✓ Survival in the context of drone attacks.
- ✓ Survival in the context of missile attacks, use of artillery and aviation.
- ✓ Survival in the context of missile and nuclear bomb attacks.
- ✓ Course of action and survival techniques in the situation of hybrid warfare.
- ✓ Course of action and survival techniques in the situation of terrorist attacks.

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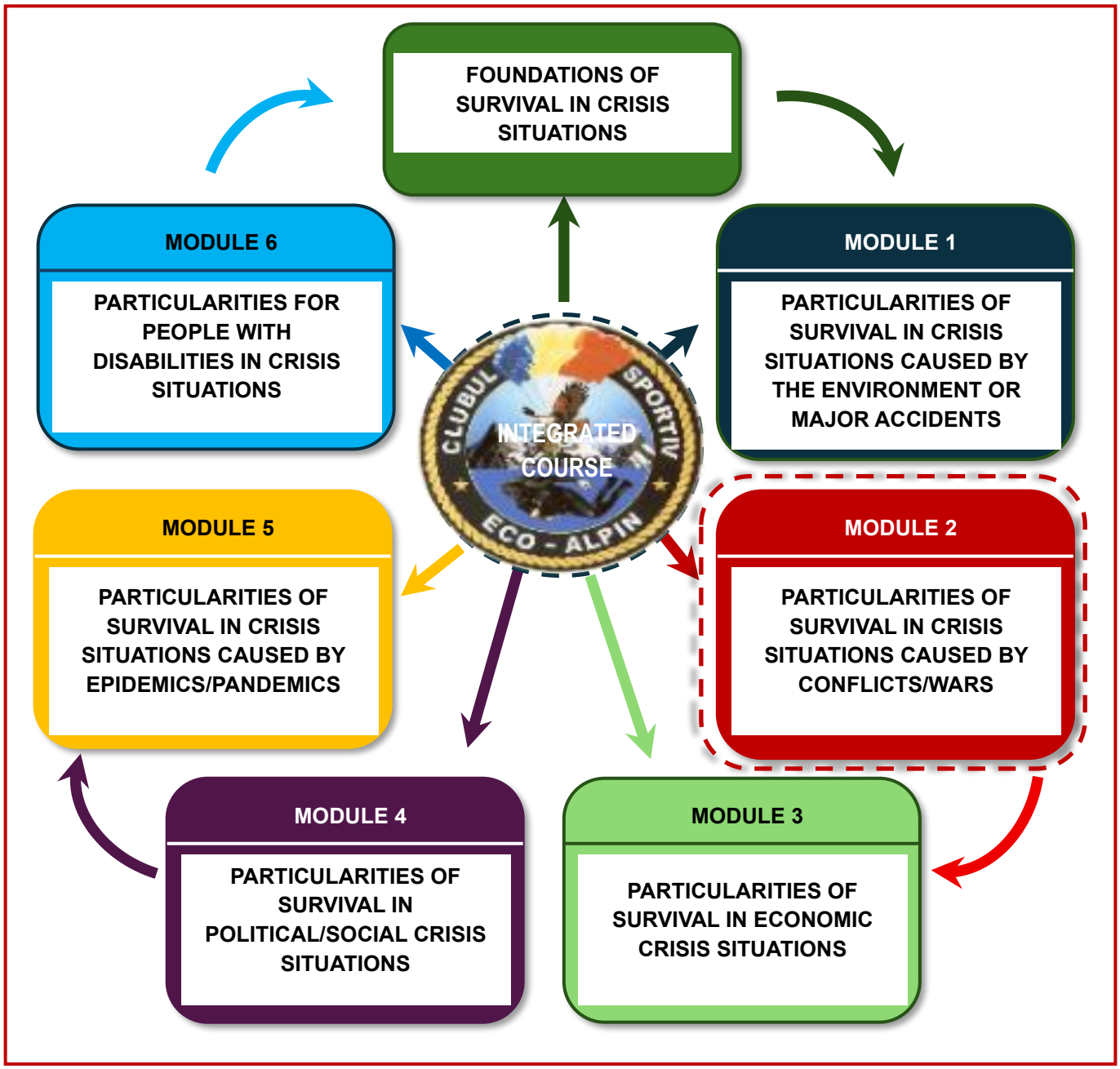
MAP OF THE INTEGRATED SURVIVAL COURSE
LOCATION OF MODULE 4 - SURVIVAL IN CRISIS SITUATIONS 'CAUSED BY CONFLICTS / WARS



MODULE 2 is positioned in the integrated course as a stage for deepening survival skills in contexts characterized by violence, insecurity, and social instability generated by armed conflicts or wars. After establishing the foundations and applying them in natural crisis situations or major accidents, **this module extends the analysis to crises caused by deliberate human actions**.

In the course map, **MODULE 2** develops the ability to assess complex risks, where threats to personal safety, mobility, and access to resources are interdependent. The skills acquired here – personal protection, evacuation planning, behavioral adaptation, and use of support networks – are directly based on the general principles of survival and the logic of rapid intervention introduced in previous modules.

This module also serves as a conceptual bridge between crises with predominantly physical impact and those with systemic impact, preparing learners to understand the economic effects analyzed in MODULE 3.

Through its positioning, **MODULE 2 emphasizes that survival in conflict contexts requires not only immediate reaction and protection, but also the ability to anticipate medium-term consequences, maintain individual functionality, and build resilience under prolonged insecurity.**

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MODULE 2 – SURVIVAL IN CRISIS SITUATIONS GENERATED BY MILITARY CONFLICTS / WAR SITUATIONS



2.1. SURVIVAL IN ARMED CONFLICT ZONES
- 2.1.1. SPECIFIC INFORMATION TRANSMITTED
- 2.1.2. PEDAGOGICAL METHODS FOR TRANSMITTING INFORMATION WORKSHEETS – APPLIED EXERCISE – PRACTICAL DEMONSTRATIONS, APPLIED EXERCISES, CASE STUDY, GUIDED DISCUSSION



2.2. KEY URBAN SURVIVAL TECHNIQUES AND PROCEDURES IN WAR
- 2.2.1. SPECIFIC INFORMATION TRANSMITTED
- 2.2.2. PEDAGOGICAL METHODS FOR TRANSMITTING INFORMATION WORKSHEETS – PRACTICAL-APPLIED EXERCISE + GUIDED DEMONSTRATION



2.3. SURVIVAL AND DIGITAL SECURITY IN CYBER WARFARE
- 2.3.1. SPECIFIC INFORMATION TRANSMITTED
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2.4. INCREASING PSYCHOLOGICAL RESILIENCE AND COMMUNITY WORK IN CONDITIONS OF WAR / ARMED CONFLICT
- 2.4.1. SPECIFIC INFORMATION TRANSMITTED
- 2.4.2. PEDAGOGICAL METHODS FOR TRANSMITTING INFORMATION WORKSHEETS – GROUP EXERCISE – MANAGING AN OVERCROWDED SHELTER, CALMING PANIC AND 4–4–6 BREATHING



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2.6. SURVIVAL UNDER ROCKET, ARTILLERY AND AVIATION ATTACKS
- 2.6.1. SPECIFIC INFORMATION TRANSMITTED
- 2.6.2. PEDAGOGICAL METHODS FOR TRANSMITTING INFORMATION WORKSHEETS – APPLICATIVE EXERCISE + SIMULATION + MAP WORK



2.7. SURVIVAL UNDER NUCLEAR ATTACK CONDITIONS (BOMBS + MISSILES)
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- 2.8.1. SPECIFIC INFORMATION TRANSMITTED
- 2.8.2. PEDAGOGICAL METHODS FOR TRANSMITTING INFORMATION WORKSHEETS – SIMULATION – APPLIED EXERCISE – CASE STUDY

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- 2.9.1. SPECIFIC INFORMATION TRANSMITTED
- 2.9.2. PEDAGOGICAL METHODS FOR TRANSMITTING INFORMATION WORKSHEETS – SITUATION ANALYSIS + APPLIED EXERCISES + GUIDED DISCUSSION

DEPLOYMENT PLAN FOR MODULE 2
PARTICULARITIES OF SURVIVAL IN CRISIS SITUATIONS CAUSED BY CONFLICTS / WARS

1. TYPE – course for professionals .

2. PARTICIPANTS – professionals from different crisis fields.

3. GENERAL OBJECTIVE – instructors will acquire the ability to effectively and practically teach the essential principles, techniques and procedures for survival in conditions of armed conflict, conventional war, hybrid war, aerial, terrorist and cyber attacks, developing both practical reaction and protection skills, as well as training, communication and group management abilities in hostile and unstable environments.

4. SPECIFIC OBJECTIVES – by the end of the module, professionals will be able to:

- recognize major threats in conditions of armed attack/war;
- correctly teach and clearly explain the particularities of survival in armed conflict zones;
- react automatically and correctly to gunfire;
- civil protection techniques in war situations and adopt behaviors to reduce exposure;
- choose and use the protection offered by the environment **–** buildings, terrain, vehicles;
- conduct training exercises on urban survival, air attacks, explosives, drones, missiles, bombings.
- structurally teach psychological resilience techniques and panic management.
- explain and simulate procedures in the context of hybrid warfare or terrorist attacks.
- evaluate and correct trainees' skills related to their reactions in armed conflict/war situations.

5. RESOURCES – computer, projector, screen, .ppt presentations, flipchart, markers, urban maps, educational videos, visual teaching materials, equipment examples, scenario sheets, worksheets, observation sheets, evaluation sheets.

6. MODULE STRUCTURE

2.1. SURVIVAL IN ARMED CONFLICT ZONES

2.1.1. TEACHING CONTENT – *what is taught*

- Types of military crises and their impact on the population.
- Main dangers for the civilian population in conflict zones.
- Main safety and protection measures for the civilian population.

2.1.2. TRAINING METHODS – PEDAGOGICAL RECOMMENDATIONS

- Demonstrations - the difference between *"cover"* and *"concealment."*
- Practical exercise **–** Reaction to gunfire (audio simulation).
- Applied exercise **–** Choosing a safe route on a street in the conflict zone.
- Case studies **–** Ukraine, Syria, Gaza.

2.2. MAIN URBAN SURVIVAL TECHNIQUES AND PROCEDURES IN WAR

2.2.1. TEACHING CONTENT – *what is taught*

- Orientation and urban movement.
- Encountered hazards **–** fallen power lines, gas, collapsed buildings, snipers.
- Rules for urban movement

2.2.2. TRAINING METHODS – PEDAGOGICAL RECOMMENDATIONS

- Applied exercise **–** Assessment of an urban shelter.
- Demonstration **–** Minimal urban survival kit in case of conflict.

2.3. SURVIVAL AND DIGITAL SECURITY IN CYBER WARFARE

2.3.1. TEACHING CONTENT – *what is taught*

- Digital risks **–** phishing, espionage, phone location.
- Social media dangers in conflict.
- Safety practices.
- Disinformation – how to recognize and eliminate it.

2.3.2. TRAINING METHODS – PEDAGOGICAL RECOMMENDATIONS

- Practical exercise **–** analyzing a suspicious message. Correct course of action.
- Practical exercise **–** removing sensitive data
- Case study **–** locating soldiers via phones in Ukraine.

2.4. ENHANCING PSYCHOLOGICAL RESILIENCE AND COMMUNITY WORK IN CONDITIONS OF WAR / ARMED CONFLICT

2.4.1. DIDACTIC CONTENT – *what is taught*

- Psychological reactions to war – shock, panic, dissociation, apathy.
- Resilience factors.
- Communication during armed attack and bombardment.
- Panic management in a shelter.

2.4.2. TRAINING METHODS – PEDAGOGICAL RECOMMENDATIONS

- Group exercise **–** defining roles in an overcrowded shelter and calming a panicked person in a shelter.
- Demonstration – simple breathing techniques 4–4–6.

2.5. SURVIVING DRONE ATTACKS

2.5.1. DIDACTIC CONTENT – *what is taught*

- Types of drones (FPV, reconnaissance, loitering munitions).
- Signs that a drone is approaching **–** sound, movement, reflections.

- Course of action when drones appear.
- Precautionary and protective measures when drones appear.

2.5.2. TRAINING METHODS – PEDAGOGICAL RECOMMENDATIONS

- Practical exercise – reaction to the sound of a drone – audio simulation with a drone.
- Practical exercise – places of cover / shelter.

2.6. SURVIVING MISSILE, ARTILLERY AND AVIATION ATTACKS

2.6.1. DIDACTIC CONTENT – *what is taught* Phases of an attack – warning – impact – secondary effects.

- Safe zones and dangerous zones.
- Course of action upon hearing the siren:
- Indicators of artillery use:
- Rules of action in the event of an aerial bombardment.

2.6.2. TRAINING METHODS – PEDAGOGICAL RECOMMENDATIONS

- Practical exercise – recognizing the type of weapon used (audio simulation) – differences between artillery fire and aerial bombs.
- Practical exercise – the first 10 seconds after the siren.
- Map work – planning an evacuation route.

2.7. SURVIVING NUCLEAR ATTACKS (BOMBS + MISSILES)

2.7.1. DIDACTIC CONTENT – *what is taught*

- Types of nuclear radiation.
- Warning signs.
- Understanding nuclear weapon attacks.
- Protection against the combined effects of a nuclear weapon.
- Course of action in the first 5 minutes during a nuclear attack / nuclear explosion.
- Action after a nuclear attack.
- How radiation works – radiation sickness.

2.7.2. TRAINING METHODS – PEDAGOGICAL RECOMMENDATIONS

- Practical exercise – *"The first 30 seconds after the detonation of a nuclear weapon".*
- Guided discussions – Explaining how the radioactive cloud spreads using simple diagrams.
- Exercise – Contamination and decontamination – what to do if you have radioactive dust on you.

2.8. SURVIVAL IN HYBRID WARFARE CONDITIONS

2.8.1. DIDACTIC CONTENT – *what is taught*

- What is hybrid warfare?
- Impact on the civilian population
- Risk awareness
- Protection against sabotage and attacks on infrastructure
- How to protect yourself?

2.8.2. TRAINING METHODS – PEDAGOGICAL RECOMMENDATIONS

- Case study – analysis of an example of disinformation.
- Group exercise – Identifying information manipulation. Manipulation technique and impact.

2.9. SURVIVAL IN TERRORIST ATTACK CONDITIONS

2.9.1. DIDACTIC CONTENT – *what is taught*

- What are terrorist attacks?
- What are the effects of terrorist attacks?
- How do I protect myself from a terrorist attack?
- How do I identify and avoid interaction with terrorists?
- How do I act and react?
- How do I avoid fire?
- What do I do after a terrorist attack?
- Collaboration with authorities and organizing evacuation

2.9.2. TRAINING METHODS – PEDAGOGICAL RECOMMENDATIONS

- Situation analysis – correct reactions and wrong reactions.
- Exercise – Identifying suspicious behavior.
- Practical exercise – Suspicious object.

MODULE II - PARTICULARITIES OF SURVIVAL IN CRISIS SITUATIONS CAUSED BY ARMED CONFLICTS / WARS

In crisis situations generated by armed conflicts or wars, the living environment changes rapidly, and ordinary safety disappears. Spaces previously considered familiar and protected can become, within a very short time, areas of major risk, and the rules of daily life no longer offer protection. In such contexts, survival is not determined by courage or instinct, but by **knowledge, anticipation, and the application of correct behaviors**, adapted to the real dangers of the conflict.

This module is designed to provide instructors with the conceptual and practical framework needed to prepare trainees to recognize and manage the complex risks associated with war. The content addresses threats such as attacks with infantry weapons, artillery, aviation, and drones, as well as risks generated by cyber warfare and extreme psychological pressure. By integrating survival principles, identification of safe and lethal zones, clear rapid reaction procedures, and stress and panic management techniques, participants will learn to convey information in a structured, coherent, and applicable manner.

The purpose of the module is for trained participants to understand not only **what must be done**, but especially **why certain decisions and behaviors increase the chances of survival** and protect the community. In essence, this module transforms information into an **operational survival tool**, preparing instructors to act and train effectively even under the pressure of the most extreme conditions.

2.1. SURVIVAL IN ARMED CONFLICT ZONES

2.1.1. SPECIFIC INFORMATION CONVEYED



2.1.1.1. TYPES OF MILITARY CRISES AND THEIR IMPACT ON THE POPULATION

Armed conflicts generate a variety of crises that directly affect the civilian population. Each type of crisis — from bombings and artillery attacks to drone incursions or cyber warfare — creates specific risks to life, health, and infrastructure. The impact on communities manifests both physically, through the destruction of shelters and essential services, and psychologically, through fear, panic, and extreme stress. Understanding the types of military crises and their effects is essential for developing survival and civil protection strategies. This subsection provides instructors with the framework needed to explain to trainees how these crises occur and how they can be effectively managed.

– **Armed conflicts between states** - classic, traditional wars. – **Civil wars** and internal conflicts. – **Terrorist attacks** and asymmetric warfare. – **International military interventions.** – **Hybrid warfare – cyber attacks and actions against critical infrastructure.**	**Impact on the civilian population** – Casualties and injured. – Destruction of essential infrastructure (water, electricity, transport, supply, health). – Forced displacement and refugees. – Lack of food and basic goods. – Increased insecurity and economic instability.

2.1.1.2. MAIN DANGERS FOR THE CIVILIAN POPULATION IN CONFLICT ZONES

The civilian population in conflict zones faces multiple dangers that threaten their lives at every moment. Direct attacks, such as bombings, artillery, armed drones, or street fighting, generate immediate risks from bullets, shrapnel, building collapses, and shock waves. Drone surveillance and precision strikes increase vulnerability, and violence against civilians, including executions, kidnappings, or sexual assaults, amplifies trauma and danger. The lack of essential resources – food, water, medicine – and forced displacement add continuous stress and compound the humanitarian crisis. Anti-personnel mines and unexploded ordnance represent a permanent threat, capable of killing or injuring even after active fighting ceases. In essence, mortal risk depends on exposure, time, and visibility, factors that the module will analyze to support the training of instructors.

- ✓ **Direct attacks** on the population – bombings, airstrikes, artillery and mortar fire, armed drones, street fighting.
  - – **Main risks:**
    - – direct bullet, ricochet, stray bullets.
    - – shrapnel, building collapses, shock waves.
    - – drone surveillance, precision strike, tracking, drone strikes
- ✓ **Violence against civilians** (executions, sexual violence, kidnappings)
- ✓ **Lack of essential resources** (food, water, medicine)
- ✓ **Forced displacement and refugee crises**
- ✓ **Dangers** caused by **anti-personnel mines and unexploded ordnance** – explosion on pressure or detonation, fragmentation, blast, and burns.

MORTAL DANGER = EXPOSURE × TIME × VISIBILITY

2.1.1..3. MAIN SAFETY AND PROTECTION MEASURES FOR THE CIVILIAN POPULATION

In conflict zones, civilian survival depends on the correct application of safety and protection measures. These not only reduce the risk of injury or death but also allow people to remain functional and make rational decisions under extreme stress. The measures include identifying and properly using shelters, avoiding exposed areas, and adapting behavior to the type of threat — from direct armed attacks to bombings or drone attacks.

Professionals must teach trainees to recognize dangers, organize their space, and maintain group cohesion in crisis situations. In addition, civil protection involves following routines, establishing clear roles, and communicating calmly to prevent panic.

<table>
<tr><td>MINIMUM PROFILE</td><td colspan="2">– The less you are seen, the harder you are to hit.
– standing → 100% visible
– crouching → ~60%
– on the ground → <30%</td></tr>
<tr><td>COVER OR CONCEALMENT</td><td colspan="2">CRITICAL DIFFERENCE:
– CONCEALMENT – makes you invisible.
– COVER – stops bullets and shrapnel.
Examples of real cover – concrete, thick walls, embankments, building corners, earth.
Examples of dangerous concealment – drywall, wood, doors, cars.</td></tr>
<tr><td>THE 5-SECOND RULE FOR OPEN SPACES</td><td colspan="2">– If you can be seen, you must be moving. Movement = survival.
– you do not cross the street slowly, you do not stop, you do not turn back.</td></tr>
<tr><td>RECOGNIZING SIGNS PRECEDING AN ATTACK</td><td>AUDITORY INDICATORS
– sudden silence.
– metallic sounds.
– drones operating.
– shouts or commands.</td><td>VISUAL INDICATORS
– people running.
– shutters drawn.
– agitated animals.
– abandoned vehicles.</td></tr>
<tr><td>REACTION TO GUNFIRE – turning it into an automatic response</td><td colspan="2">1. YOU DROP TO THE GROUND. You do not run, you do not look.
2. ORIENTATION – Where is the sound coming from? From the front? Back? Side? Is it ricocheting?
3. SHORT MOVEMENT – rolling, crawling, low run toward cover.
4. REGROUPING – you do not shout, you do not leave the covered area, you breathe deeply.</td></tr>
<tr><td rowspan="3">TRAINING, COMMUNICATION AND PREPARATION

Stay informed, but do not spread rumors.

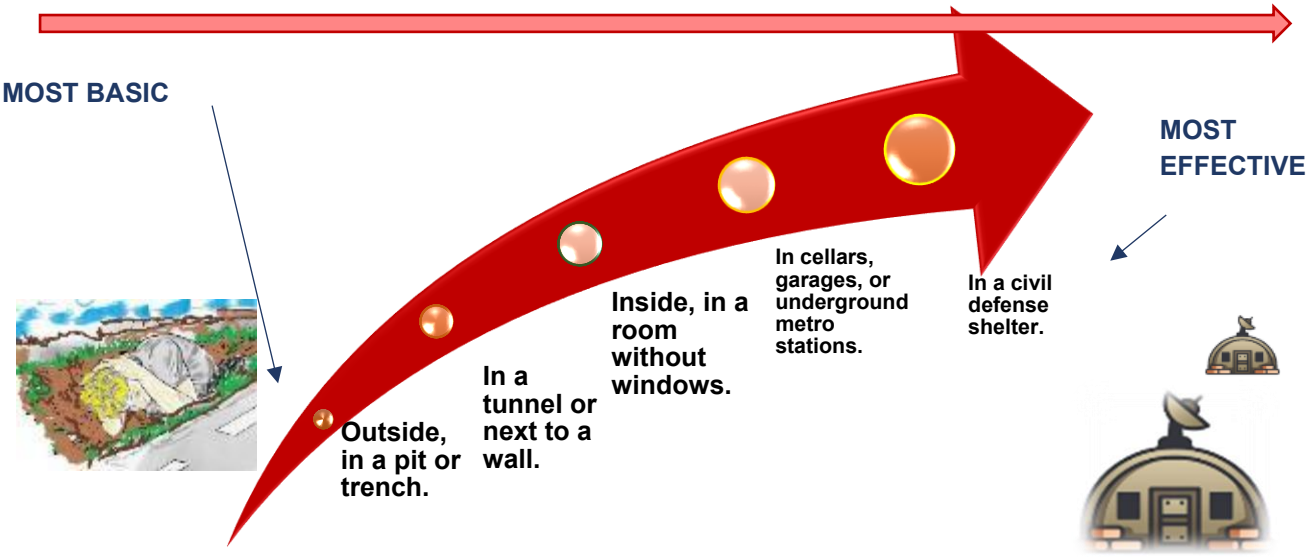
Safe communication = survival.</td><td colspan="2">OBJECTIVE – To stay connected to vital information and communicate safely.
– Have an emergency plan for your family.
– Know in advance the safe places where you can take shelter/refuge (bunkers, public shelters).</td></tr>
<tr><td colspan="2">SOURCES OF INFORMATION
– During a conflict, disinformation is dangerous.
– Use only official sources and channels: those of the authorities for information (government, security agencies, Red Cross, government applications).
– Use a battery-powered or dynamo AM/FM radio – sometimes the only source of news if networks go down.
– Learn the shape and meaning of warning and alert messages (sirens, emergency messages).
– AVOID UNVERIFIED NEWS FROM SOCIAL MEDIA!</td></tr>
<tr><td colspan="2">HOW TO COMMUNICATE DURING A POWER OR NETWORK OUTAGE
ALTERNATIVE METHODS:
– Portable radio stations (walkie-talkies, amateur radio transmitters).
– SMS instead of calls – they use less network and your messages are more likely to get through.
EMERGENCY SIGNALS
▪ Flashing light = help
▪ Fire with thick smoke = emergency
▪ Waving a white cloth = need for rescue</td></tr>
<tr><td rowspan="2">SURVIVAL KIT –

Prepare an evacuation backpack, ready for quick departure = maximum 15 – 20 kg,</td><td colspan="2">GOAL – To survive at least 72 hours without external help.</td></tr>
<tr><td colspan="2">– Water – minimum 2 liters/person/day (sealed bags or small bottles, water filter, purification tablets).
– Food – canned goods, protein bars, dehydrated food, honey, nuts.
– Utensils – gas burner, lighter, can opener, lightweight dishes – metal cup, multi-tool cutlery.
– Sleeping bag compact and thermal blanket for survival
– Lighting – headlamp with spare batteries, candles, dynamo radio.
– Solar charger for phone/communication.
– Multi-tool knife, duct tape, strong rope/paracord 10m.
– First aid kit – bandages, antiseptics, pain relievers, essential medications.
– Hygiene – toilet paper, wet wipes, soap, protective masks, toothpaste, toothbrush.
– Copies of documents (ID, passport, insurance), cash in small bills.
– Notebook with important phone numbers and addresses.
– Waterproof, layered, durable clothing and appropriate footwear. Gloves, hat, scarf.</td></tr>
<tr><td>BEHAVIOR DURING ATTACKS OR FIGHTING</td><td colspan="2">– In case of bombings
– Move to the nearest underground shelter (bunker, cellar) or a place protected by solid walls.
– Stay away from windows and doors.</td></tr>
<tr><td></td><td colspan="2">– In case of street fighting</td></tr>
</table>

	– Avoid windows, stay away from highly aggressive people. – Stay hidden and avoid exposure. – Avoid wearing military-colored clothing. – Do not photograph or film combat troops.
	– **If you are caught in a conflict zone** – Stay calm, do not make sudden movements, and follow the instructions of the security forces.
BEHAVIOR IN CASE OF CAPTURE OR HOSTAGE-TAKING Avoid conflicts, but be prepared to react intelligently. Knowing first aid measures and simple self-defense techniques can save your life.	**First Contact** – **Do not physically fight back if the attacker is armed** – it increases the risk of being injured. – **Stay calm** and avoid verbal provocations. – **Observe details** about those who want to capture you (voices, habits, weapons) – they can be useful for escape. **How to behave as an "unimportant" target** – Appear **submissive, but not completely helpless**. – Avoid **direct eye contact** with attackers – it can be perceived as a challenge. – If asked, answer simply, without personal details. **If you have a chance to escape** – **Wait for the right moment** – when the attackers are distracted or their vigilance weakens. – If you can, **leave identifying signs** (torn clothes, messages written on objects). – **Run in a zig-zag** to avoid gunfire. **If negotiations take place** – Do not try to influence the attackers directly. – If you are forced to speak with authorities, **be clear and concise**, without unnecessary details.
EVACUATION AND SAFETY	**OBJECTIVE** – Leave the danger zone quickly and survive in the urban environment. **You move from one covered area to another covered area, not from point A to B.**
	– Plan **safe evacuation routes** in advance. – **Prepare 2-3 alternative routes** (primary and secondary). – **Avoid main roads** and straight streets (they can be blocked or targets of attacks). – **Use physical maps**, do not rely only on GPS. – **Avoid strategic areas** (military bases, airports, government buildings). – **Use walls or building fences for protection**. – **Move in a group** and avoid drawing attention. – **Avoid** areas with anti-personnel mines or leftover ammunition. – Keep **personal documents and cash** at hand.
	CHOOSING THE IDEAL EVACUATION ROUTE **Step 1 –** Exit the conflict zone – use secondary streets, shortcuts, tunnels. **Step 2 –** Reach a safe point (safe house, shelter). **Step 3 –** Head to a rural area or a pre-arranged point.
	CHECK BEFORE LEAVING - Are there checkpoints on the planned route? - Are bridges/tunnels accessible? - Do you have fuel in the car?
SHELTERING / CAMOUFLAGE Learn the types of shelters and how to choose the safest one, depending on the situation.	**OBJECTIVE –** To find and maintain a safe shelter during an armed conflict.
	- **CONCEALMENT – they can't see you** - **COVER – they can't hit you directly**
	▪ **SHELTERING IN BUILDINGS** ▪ **BASEMENTS** - **ADVANTAGES –** below the shrapnel line, stable temperature, and auditory concealment. - **RISKS –** flooding, gas, blockage ▪ **GROUND FLOOR** – **Most dangerous** / shrapnel, people entering. - **DANGEROUS –** near windows, along street axes, and on the roof. - **SAFE –** interior corners, near thick walls, below window level. ▪ **FLOORS** - the top floor is dangerous – it can collapse. - intermediate floors are safer. ▪ **CONCRETE STRUCTURES** - **BEST** – underground parking lots, administrative buildings, and underpasses. - **WEAKEST** – houses, buildings with large windows, lightweight constructions.
	▪ **SHELTERING AT HOME** – If evacuation is not necessary, turn your home into a shelter. – **Choose the safest room** – preferably without windows, in the basement or interior (bathroom, basement, windowless room). – **Reinforce doors and windows** – use wood, heavy furniture, or metal plates. – **Seal windows with duct tape** – reduces the risk of shards in case of an explosion.

	– **Prepare a space with water, food, and a sleeping bag** – Seal windows, reinforce doors, set up a protected space ▪ **PUBLIC SHELTER** – Identify in advance **the bunkers or basements of buildings designated by the authorities.** – Find out about **alarm signals** and evacuation routes established by the authorities. – **Follow the rules of order** – spaces are limited, and everyone's safety depends on cooperation. ▪ **IMPROVISED SHELTER** - If you are outside, look for solid buildings or dig a temporary refuge.
	IF YOU ARE IN THE CITY – **Avoid fragile buildings** (glass, light roofs, unstable structures). – **Enter solid concrete buildings**, away from windows. **IF YOU ARE OUTSIDE THE CITY** – Find **low ground**, protected by hills, solid ruins, or natural trenches. – If you must dig a shelter, make it **below ground level and cover it with branches/earth.**

SHELTERING



PERSONAL SAFETY	**PROTECTION AGAINST EXPLOSIONS AND ATTACKS** – **Safe position –** down, next to an interior wall, protecting your head. – **Windows are dangerous.** Stay away from them, seal them with duct tape. – **If you are in a car,** stop, get out, take shelter in a solid place. **DURING AN EXPLOSION** – Immediately drop to the ground, face down, covering your head. – Stay next to an interior wall or under a solid object (table, bed, bathtub). – Wait **30 seconds after the explosion**, then look for a safer place. **IF YOU ARE IN A CAR** – Take cover behind a solid structure or in a ditch. – Take shelter behind a solid structure or in a ditch. **IF THERE IS SHELLING** – **Avoid windows and doors**, even in the basement. – **Do not use bright lights at night** – they can attract attention.
	PROTECTION AGAINST NUCLEAR AND CHEMICAL THREATS **IF THERE IS A NUCLEAR RISK:** – **Go to an underground shelter** or a place with **thick walls**. – Avoid contact with radioactive dust – **close doors and windows**, seal air vents. – Drink only **sealed water** and eat uncontaminated food. **IF IT IS A CHEMICAL ATTACK** – **Seal the room** (duct tape + plastic film on windows and doors). – If you have been exposed, **undress and wash immediately** with clean water and soap. – Do not use air conditioning or ventilation – it may bring toxic gases inside.

2.1.1.4. THE ROLE OF THE SHELTER IN THE EVENT OF WAR / ARMED CONFLICT

The shelter is a space that offers protection against the direct and indirect effects of attacks – explosion, shock waves, shrapnel, collapses, direct fire, secondary effects (smoke, dust, fragments), **having the role of gaining time and reducing risk,** not guaranteeing absolute safety.

In modern warfare we witness rapid and repeated attacks, without warning, using precision weapons, cluster munitions, and reconnaissance drones. Rapid and repeated attacks. As a rule, the affected areas are reanalyzed by the adversary, with corrective strikes. Thus, if you stay too long in one place, your shelter can become a target.

TYPES OF SHELTERS

	EXAMPLES	CHARACTERISTICS	ADVANTAGES	LIMITATIONS
PERMANENT SHELTERS (built)	– civil protection shelters; – reinforced basements; – bunkers.	– thick reinforced concrete walls; – no windows; – protected entrance; – controlled ventilation.	– real protection against bombing and artillery; – large capacity; – structural stability.	– limited access; – depend on maintenance; – can become traps if hit directly; – risk of being trapped
IMPROVISED SHELTERS (urban)	– building basements; – underground parking lots; – pedestrian tunnels; – central areas of buildings (stairwells) without windows.	– located below ground level; – as far as possible from windows; – under solid structural elements (beams, columns).	– protection: medium–good (depending on the structure)	– increased risk of collapse or being trapped, – limited survival conditions over the medium term.
			– **Not every basement is a shelter**. What matters is what is ABOVE and AROUND it.	
TEMPORARY SHELTERS (opportunistic)	– ditches; – deep gutters; – massive walls; – abandoned industrial buildings.	– used during movement or evacuation phases.	– short-term protection;	

THE FUNCTIONAL STRUCTURE OF A SHELTER

An effective shelter must provide minimum survival functions. The essential areas are:

1. **PROTECTED / SCREENED ENTRANCE**
2. **SHELTERING AREA**
3. **SLEEPING AREA**
4. **LOGISTICS AREA –** water, perishable food, sanitary supplies, and first aid
5. **COMMAND / COORDINATION SPACE**
6. **VENTILATION SYSTEM, PROTECTED FROM DUST AND SMOKE**
7. **IMPROVISED SANITARY AREA**

FREQUENT MISTAKES MADE BY THE POPULATION, which need to be corrected.

- looking out the window after the explosion *"to see what is happening";*
- filming the attack;
- taking shelter under light roofs;
- crowding the entrances;
- returning to the surface too quickly.
- lack of assigned roles / tasks in the shelter

2.1.1.5. MAIN SAFETY MEASURES

The main safety measures are the fundamental rules and behaviors that enable civilians to reduce risks in conflict zones. They include rapid evacuation, personal safety, preparation of essential supplies, proper choice and use of shelters, avoiding exposed areas, and quickly adapting to the type of threat.

Professionals will learn how to teach trainees to remain calm, organize the space, and act in a coordinated manner to protect themselves and those around them. Consistent application of these measures increases the chances of survival and minimizes the direct and secondary effects of attacks.

1. RAPID EVACUATION



- ✓ Prepare a **SURVIVAL KIT** with supplies for 72 hours.
- ✓ Establish alternative **EVACUATION ROUTES**.
- ✓ Prepare and keep at hand **CASH AND ESSENTIAL DOCUMENTS**.



2. PERSONAL SAFETY



- ✓ **AVOID CONFLICTS** and large crowds.
- ✓ **WEAR NEUTRAL CLOTHING,** that does not attract attention.
- ✓ Learn **URBAN CAMOUFLAGE TECHNIQUES** and how to avoid dangers.

3. PREPARE ESSENTIAL SUPPLIES

- ✓ **DRINKING WATER** (filters or purification tablets).
- ✓ **NON-PERISHABLE FOOD** (canned goods, protein bars).
- ✓ **MEDICAL KIT** (bandages, basic antibiotics, medications).



4. COMMUNICATION AND INFORMATION

- ✓ **A PORTABLE RADIO** for news.
- ✓ **A PHYSICAL MAP** of the area.

	✓ **WAYS TO COMMUNICATE WITH FAMILY** in case of separation. 

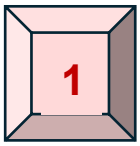
2.1.1.6. THE URBAN SURVIVAL KIT

The urban survival kit represents the essential equipment and resources that allow a person to remain functional and safe in an urban environment affected by conflict. Professionals will teach trainees to understand the purpose of each item, how to use it effectively, and how to adapt the kit to the specific context — bombings, drone attacks, artillery, or lack of resources. A well-organized kit reduces the risk of panic, increases autonomy, and facilitates safe movement, with emphasis placed on functionality and adaptability, not on the quantity of items included in the kit.

URBAN SURVIVAL KIT – STRUCTURED BY FUNCTIONS

PROTECTION AND SHELTER	– Waterproof poncho, lightweight helmet, gloves, dust/gas mask.	– Protection against shrapnel and smoke; reducing exposure.
LIGHTING AND SIGNALING	– Flashlight, extra batteries, whistle, reflective spray.	– Orientation in the dark, signaling for help, navigation.
COMMUNICATION	– Phone with external battery, portable radio, spare SIM cards.	– Maintaining contact with the group, obtaining information and warnings.
BASIC RESOURCES	– Drinking water, non-perishable food, essential medications, first aid kit.	– Short-term vital support, prevention of dehydration, treatment of minor injuries.
URBAN SURVIVAL	– Multi-functional knife, duct tape, rope, garbage bags.	– Quick adaptation to obstacles, temporary structures, protection against cold or dirt.
ORIENTATION AND NAVIGATION	– Map, compass, pen/paper.	– Planned evacuation, identification of safe routes, marking shelters.
DIGITAL SAFETY	– Shockproof phone case, portable charging cable, external batteries.	– Protection of digital equipment, maintaining functionality in affected urban areas.

2.1.2. PEDAGOGICAL METHODS FOR TRANSMITTING INFORMATION



WORKSHEET – SURVIVAL IN CRISIS SITUATIONS CAUSED BY ARMED CONFLICTS / WARS
– SURVIVAL IN ARMED CONFLICT ZONES –
APPLIED EXERCISE – PRACTICAL DEMONSTRATIONS, APPLIED EXERCISES, CASE STUDY, GUIDED DISCUSSION

PARTICIPANTS – Professionals.
PURPOSE – Development of facilitation, communication, and proper training skills regarding the correct management of crisis situations generated by armed conflicts.
OBJECTIVES – At the end of the exercise, instructors will be able to:

- explain the critical difference between cover and concealment;
- guide the correct reaction to gunfire;
- evaluate and choose a safer urban route;
- analyze real conflict situations and extract lessons applicable to civilians;
- formulate clear explanations for trainees under stressful conditions.

STRUCTURE OF THE APPLIED TRAINING SESSION

STAGE	METHOD	DURATION	MATERIALS	TASKS / GUIDELINES
1. OPENING OF THE SESSION AND PRESENTATION OF SAFETY MEASURES / RULES.	Guided presentation	10 min	Flipchart, marker.	– Presentation of objectives, safety rules, establishing the stop signal.
2. KNOWLEDGE ACTIVATION	Guided discussion	10 min	Question sheet.	– Identifying initial perceptions, correcting myths.
3. DEMONSTRATION	Practical demonstration	15 min	Panels, objects, images.	– Difference between cover and concealment, visual explanations.
4. APPLIED EXERCISE – REACTION TO FIRE	Controlled simulation	20 min	Sound signal, delimited space.	– Correct reaction – stop, drop, cover, verbal explanation.
5. APPLIED EXERCISE – URBAN MOVEMENT	Guided exercise	20 min	Map, marking tape.	– Choosing the safe route, avoiding exposed areas.
6. CASE STUDY	Guided analysis	15 min	Images, videos, scenario sheets.	– Correlating theory with examples from Ukraine and Gaza.

7. DEBRIEFING AND FEEDBACK	Structured discussion	10 min	Flipchart. marker.	– Identifying lessons identified/learned, correcting errors.
8. EVALUATION AND CLOSING	Verbal evaluation	10 min	Checklist	– Verifying the ability to teach and correct behaviors.

STAGE 1 – OPENING THE SESSION AND PRESENTING SAFETY MEASURES/RULES – This stage establishes the **instructor's authority**, creates the **necessary psychological safety and** models **how any applied session should be opened**.

- **The applied training session is opened** – *"Before starting any applied exercise, it is essential to establish the safety framework. The purpose of this session is to learn correct behaviors without exposing anyone to risk. Everything we do today will be conducted in a controlled manner.*
  Today you will practice what to do in a conflict zone and how to teach these behaviors further. As professionals , your main responsibility is the safety of the trainees.
  If at any moment someone feels unsafe, tired, or confused, we have a clear signal to stop immediately.
  SAFETY RULES ARE NON-NEGOTIABLE AND APPLY TO EVERYONE, INCLUDING ME."
- **He/she ensures** that all participants see the flipchart and **writes the safety rules on the flipchart.** After each rule, he/she takes a **short pause** of 1–2 seconds.
- *"At the STOP signal, EVERYONE STOPS INSTANTLY. We don't explain further, we don't continue, we don't move."*
- **He/she physically demonstrates the signal** and asks the group to repeat it once.
- He/she asks two control questions **–** *"What is the stop signal?"* and *"What do you do if you don't understand something in the exercise?".* He/she waits for short answers and corrects immediately if necessary.

"If we follow these rules, we can learn effectively and safely. ***From now on, we focus on behaviors that save lives."***



Flipchart use

STAGE 2 – ACTIVATING KNOWLEDGE – IDENTIFYING INITIAL PERCEPTIONS – aims to see what instructors think they know, to establish the difference between perception and reality, and to model how a professional corrects without blocking learners.

- **He/she opens the stage –** *"Before we get into the exercises, I want to see what you already know or think you know about survival in conflict zones. There are no wrong answers in this stage. There are only perceptions that we need to check and know what we are building on. As professionals , it is important not to assume that people start from zero. Many start from incomplete or incorrect information."*
- **He/she distributes the question sheets and asks for short, verbal answers,** not written ones.
- **He/she notes the key words** from the answers received on the flipchart. He/she does **NOT correct** until he/she has gathered 2–3 answers.

MODEL – QUESTION SHEET –

QUESTION 1 – ***"What do you think is safer in a conflict zone – to hide or to move? Why?"***

INDICATIVE ANSWERS
- *"To hide."*
- *"To run as fast as possible."*
- *"It depends."*

CORRECTION
"The correct answer is – it depends on the context. Hiding without cover can be fatal, and running in open ground increases the risk. Survival is not instinct, but informed decision."

QUESTION 2 – "What objects do you think protect you from bullets?"

INDICATIVE ANSWERS
- *"The car."*
- *"The door."*
- *"The wall."*
- *"The tree."*

CORRECTION
"Most objects offer only concealment, not cover. Real protection comes from mass and density: concrete, earth, thick walls, the car engine – not the bodywork."

QUESTION 3 – ***"What would you instinctively do if you heard gunfire near you?"***

SUGGESTED ANSWERS
- *"I would run."*
- *"I would hit the ground."*

- *"I would look to see where it's coming from."*

CORRECTION

"Instinct tells us to run or to look. The correct procedure is: get down, assess, move briefly to cover. We will practice exactly this."

QUESTION 4 – *"Is it safe to stand at the window to see what's happening? Why?"*

SUGGESTED ANSWERS

- *"Just a little."*
- *"If it's quiet."*
- *"No."*

CORRECTION

"Windows are among the most dangerous places. Bullets, shrapnel, shockwaves. Curiosity is one of the common causes of injury."

QUESTION 5 – *"Do you think these things can be learned by civilians without military training?"*

SUGGESTED ANSWERS

- *"Hard."*
- *"Only partially."*
- *"Yes, with simple explanations."*

CORRECTION

"This is exactly your role as professionals: to turn military rules into simple, applicable civilian behaviors."

- **Write on the flipchart in two columns –**

WHAT WE BELIEVE and WHAT IS REAL

MYTHS	REALITY
– *"If they can't see me, I'm safe"*	– *Cover stops bullets*
– *"Running fast solves it"*	– *Wrong movement increases risk*
– *"Buildings protect me automatically"*	– *Buildings amplify danger*

- **The stage is closed and the transition to the next stage of the session is made –** *"Today we will not work on assumptions. We will work on tested behaviors that reduce real risk. The next stage is to physically see the difference between myth and reality."*

STAGE 3 – DEMONSTRATION – THE DIFFERENCE BETWEEN "COVER" AND "CONCEALMENT" – understanding the difference between actual protection and apparent protection.



- The session opens by displaying a slide with images for cover and concealment.
- **Participants are asked to classify the images that provide** cover and concealment.

POSSIBLE QUESTIONS

- *"Is the car cover?"*
- *"Why is a thin wall not safe?"*
- *"What do we prefer, not to be seen or not to be hit?"*

SUGGESTED ANSWERS

- *The car provides concealment, not cover – thin metal and windows do not stop bullets.*
- *Only dense materials – concrete, earth, thick walls can stop bullets.*
- ***Cover is ideal, concealment is a temporary solution.***

CLASSIFICATION OF COVER AND CONCEALMENT ELEMENTS

CONCRETE WALL		**REAL COVER** *If you were behind this object and shots are fired, your chances increase significantly.*	– Large mass and high density. – Stops bullets, shrapnel, and fragments. – Reduces the effect of the shockwave.
BUILDING CORNER		**PARTIALLY GOOD COVER**	– Two layers of material. – Allows masking the silhouette. – Superior protection compared to a flat wall.

AUTOMOBILE		**CONCEALMENT + LIMITED COVER** *The car hides you, but does not protect you.*	– Body = **concealment** – Engine, axle, rims = **limited cover.**
DRYWALL PARTITION		**CONCEALMENT** *If you feel safe, it is only an illusion.*	– Light material, no ballistic mass. – Bullets pass through it without significant energy loss.
SCRUB / VEGETATION		**VISUAL CONCEALMENT** *Vegetation = good for camouflage, bad for protection.*	– Breaks up the visual outline. – Stops neither bullets nor shrapnel. – Can draw fire through the movement of the scrub.
In an armed conflict, the difference between life and death is not where you hide, but where you take cover.			

– **We move on to the next step, the demonstration phase –** *"One of the most common mistakes in conflict zones is **confusing cover with concealment**. People think that if they are not seen, they are safe. In reality, the bullet does not need to see you. As instructors, it is essential to correct this misconception. The difference between the two concepts is the difference between life and death. We will now see concretely what each one means."*



Flipchart use

STEP 1 – THE "CONCEALMENT" DEMONSTRATION
- **He positions himself behind a light object –** table, chair, panel.
- **... and says –** *"I am hidden. You cannot see me. But this object does NOT stop bullets."*
- **... and lightly taps the object with his hand to emphasize its fragility.**

STEP 2 – THE "COVER" DEMONSTRATION
- **He moves next to a solid wall / column / massive element in the room and presses himself sideways against the object, not frontally**.
- **... and says –** *"This is an example of cover. Now I am protected by a material that can stop or deflect bullets."*

STEP 3 – DIRECT COMPARISON
- **The group is asked**:
  - *"Which of the two objects protects you from fire?"*
  - *"Where would you stand if you heard gunfire?"*
- **... and immediately corrects any wrong answer.**
- **It is emphasized –** ***"When you teach this further, it is not enough to state the definition. You must physically demonstrate the difference. People learn survival with their eyes, not just with their ears."***
- ***... and makes the transition to the next exercise*** *– "Now that we know how we must take cover, we will practice what happens when gunfire occurs."*

STEP 4 – PRACTICAL EXERCISE – REACTION TO GUNFIRE *– automating the correct reaction in the first seconds and how to teach and correct it.*

– **The exercise begins -** *"A gunshot produces an immediate psychological shock. The brain tries to flee or understand what is happening. The problem is that the first 2–3 seconds are the most dangerous. We will not simulate combat, but we will simulate **the correct decision**. The goal of this exercise is not speed, but **the correct order of reactions**."*
– **A safe space is delimited in the yard and possible cover is visually indicated (wall, corner, massive object).**
– **An audio file is opened on the computer, and the instructors hear a gunshot sound, simulated audio, which is also the signal to start the exercise, STEP 1.**
– **Each** participant is asked to explain what they would do in the first 5–10 seconds.

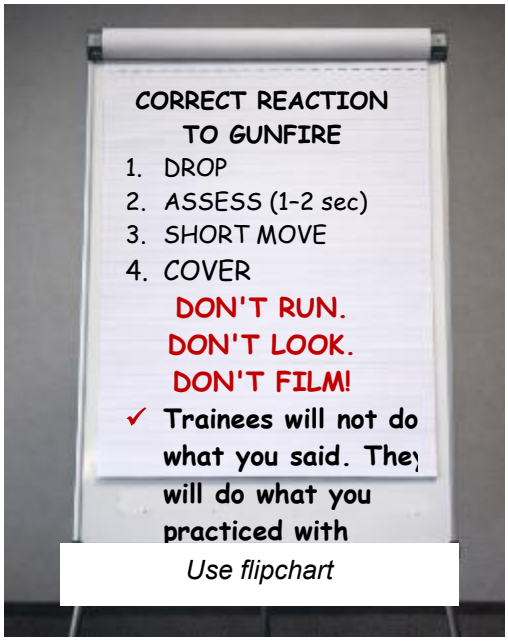
GUIDELINE ANSWERS

- *Immediate stop.*
- *Drop as low as possible to the ground – minimal profile.*
- *Seek cover.*
- *Short, irregular movement.*
- *Regroup / evacuate from the line of fire.*

– **The following questions are asked:**
- *"Why don't we run immediately?"*
- *"When do we move?"*
- *"What do we do if we are in a group?"*

GUIDELINE ANSWERS

- *Chaotic movement attracts fire; the first seconds are for protection.*
- *We only move after identifying the direction and cover.*
- *The group disperses in a controlled manner, not running in a tight cluster.*



Use flipchart

– **The correct procedure and reaction to hearing gunfire is explained = DROP → ASSESS → SHORT MOVE → COVER**

– **STEP 2 is explained – IMMEDIATE DROP**

What the trainee must do:
- *stops instantly;*
- *drops quickly (knees / lying down);*
- *head down, elbows close.*

– **The course of action is being corrected –** *"Don't run. Don't look sideways. Keep your profile low. Don't stay standing – here* is where the stray bullet comes*!"*

– **STEP 3 is explained – RAPID ASSESSMENT (1–2 seconds)**

What you need to do:
- *without raising your body, identify the likely direction of fire;*
- *look for the nearest real cover.*

– **STEP 4 is explained – SHORT MOVEMENT – "Long movement exposes you. Short movement saves you."**

The rules are very clear:
- *short, low movement;*
- *NO running in a straight line;*
- *NO crossing large open spaces.*

– **STEP 5 is explained – COVER**

Correct positioning:
- *pressed sideways against cover;*
- *not frontal;*
- *body fully withdrawn from the line of fire.*

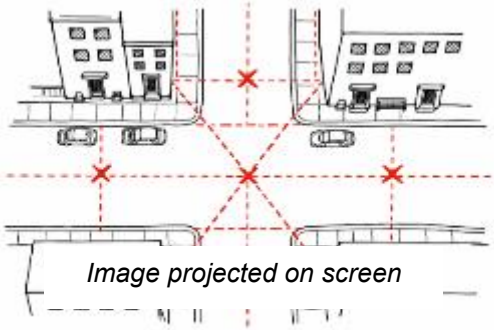
COMMON MISTAKES AND THEIR CORRECTION

	CORRECTION
INSTINCTIVE FLEEING	*Running without direction = moving target.*
LOOKING TOWARD THE SOURCE OF FIRE	*Curiosity kills in conflicts.*
HIDING WITHOUT COVER	*You've disappeared visually, but you're not protected.*
MOVING TOO FAR	*Long distance = long time = high risk.*

STAGE 5 – APPLIED EXERCISE – CHOOSING THE SAFE ROUTE IN AN URBAN AREA – *teaching the urban space as a risk area. Developing the ability to quickly analyze the urban environment and make decisions that reduce exposure.*

– **The exercise is introduced** – *"In the urban environment, most injuries do not occur inside buildings, but in open space, most often on the street. The street is not a neutral, safe space; it is a corridor of fire. The purpose of this exercise is to learn* ***how to see and think / understand the street in an armed conflict situation****, not just how to cross it."*

– **A slide with a sketch of an urban street is presented**. Marked are:
- intersections,
- building corners,
- windows,
- cars,
- building entrances.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- **participants are divided into small groups of 2–4 people and the following working scenario is presented** – *"You are at the end of this street. You have heard gunfire in the area. You need to reach this building entrance. Choose the route with **the lowest risk and explain why you chose this route."***
- **Write the 3X RULE on the flipchart.** →



EXERCISE PROCEDURE

STEP 1 – IDENTIFYING LETHAL ZONES

- **Ask participants to mark**:
  - the center of the street;
  - intersections;
  - open areas;
  - window alignments.
- And explain that **where there is no cover, the risk is maximum.**

STEP 2 – IDENTIFYING REAL COVER

- **Ask participants to identify in the image:**
  - thick walls;
  - building corners;
  - concrete structures;
  - recessed entrances in built structures.

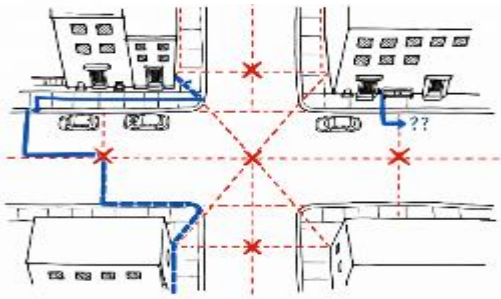
STEP 3 – CHOOSING THE ROUTE

- **Identify and choose the movement route following these rules**:
  - follow the walls;
  - avoid the center of the street;
  - minimize crossings;
  - use corners.
- **Ask the question –** *"Where do you stop if fire breaks out?"*

STEP 4 – JUSTIFYING THE DECISION

- Each group explains:
  - why they chose the route;
  - what risks they avoided;
  - what compromises they accepted.

Use flipchart



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COMMON MISTAKES AND THEIR CORRECTION

	CORRECTION
SHORT BUT EXPOSED ROUTE	*The shortest road is often the most dangerous.*
CROSSING TOO LONG	*Cross only when necessary and as quickly as possible.*
USING WINDOWS AS REFERENCE POINTS	*Windows are lines of fire, not landmarks.*
UNDERESTIMATING INTERSECTIONS	*An intersection means visibility from multiple directions.*

- **The summary of the safe route is written on the flipchart** →



STAGE 6 – CASE STUDIES – UKRAINE – SYRIA – GAZA – *linking theory with reality.*

- **Images are presented and real situations from ongoing conflicts are described verbally, and questions are asked for analysis and reflection.**
  - *"What behaviors increased the risk for civilians?"*
  - *"What simple measures would have reduced the losses?"*
  - *"What lessons identified could be adopted and learned?"*

Use of flipchart

INDICATIVE ANSWERS

UKRAINE
– Exposure to windows and filming attacks increased the number of victims. – Basements, metro entrances, and interior rooms saved lives.
SYRIA
– Streets became ballistic canyons. – Moving hastily in open terrain was extremely dangerous.
GAZA
– Urban density amplified the effects of bombardments. – The lack of adequate shelters increased the impact on civilians.

2.2. MAIN URBAN SURVIVAL TECHNIQUES AND PROCEDURES IN CASE OF WAR OR ARMED CONFLICT

2.2.1. SPECIFIC INFORMATION TRANSMITTED

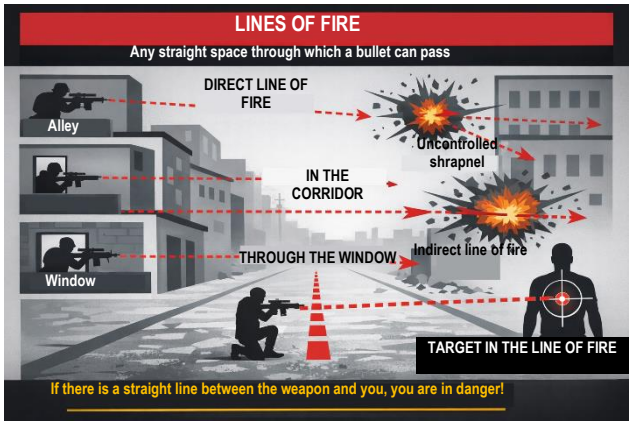
- ✓ Knowing the main urban survival techniques and procedures is essential to cope with crisis situations, especially in armed conflict situations.
- ✓ Skills such as navigating an urban area affected by armed conflict, identifying real urban hazards, knowing the rules of urban movement, finding water and food, identifying safe shelters, avoiding conflict points, and moving safely through an unstable environment can significantly increase the chances of survival.
- ✓ At the same time, preparing and assembling an evacuation backpack – the urban survival kit (civil-military), knowing first aid techniques, and the ability to cooperate with other survivors are key elements for personal and community safety.

2.2.1.1. USEFUL CONCEPTS FOR UNDERSTANDING SURVIVAL

In an urban environment affected by conflict, dangers are not evenly distributed but are concentrated by architecture, firing angles, and movement. To survive, civilians must understand how space functions as a battlefield, not just as a city. Concepts such as lines of fire, ballistic canyons, and exposure to windows or the middle of streets explain why certain places become deadly. This subsection provides instructors with the tools needed to explain to trainees ***where it is safe and where it is lethal****, even when no enemy is visible. Understanding these principles transforms the city from a trap into a navigable space.*

Urban survival means getting out of lines of fire, out of canyons, and out of sight.
The city is not a good shelter.
Orașul este o armă care te poate ucide dacă o folosești greșit.

1. **LINES OF FIRE – are any straight space through which a bullet or shrapnel can travel without solid obstacles.**
   - If you can draw a straight line between a weapon and yourself, you are in danger.
   - In the city, streets, alleys, corridors, staircases, and aligned windows create lines of fire.
   - Implications – anyone standing in a line of fire can be hit from a distance, can be hit without being seen, can be hit by mistake.
2. **BUILDINGS BECOME "BALLISTIC CANYONS" –** ***THE STREET BECOMES A TUNNEL OF DEATH.***
   - Two rows of buildings create a "canyon" in which bullets ricochet and are channeled.
   - Main effects – sound is amplified, bullets ricochet off facades, shrapnel is guided by walls
   - Even if the fire is not aimed at you, the environment / buildings redirect it.



3. **WHY ARE STREETS DEADLY?**
   - Because you are on the battlefield.
   - Because streets are open, straight, visible, and predictable.
   - If you are on the street, you are seen from hundreds of meters away, you are flanked from the sides and from above, and you have nowhere to hide quickly
4. **WHY THE CENTER OF THE STREET IS THE MOST DANGEROUS**
   - Because the center of the street is where bullets meet.
   - In the center of the street you are exposed to 180–360°. You have no cover and you are a full silhouette
   - Near the wall, firing angles decrease, part of the body is masked, and you have quick access to shelter
5. **WHY FLOORS AND WINDOWS ARE LETHAL**

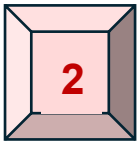
- Any opening to the outside is a gateway to death.
- Windows are firing axes, floors are firing platforms, and silhouettes are more visible.
- Floors and windows are dangerous because they attract fire, offer long firing angles, and shrapnel enters directly

Leave quickly, but prepared. Know your route, stay invisible, always have a backup plan.

ORIENTATION AND MOVEMENT IN CITIES AFFECTED BY ARMED CONFLICT	**BASIC PRINCIPLE –** You move through masked spaces, not open spaces. – the city no longer has *"safe routes."* – traffic lights, signs, and maps are no longer valid. – straight lines are turned into corridors of fire. **ORIENTATION ELEMENTS:** – large buildings used as landmarks. – silhouettes of neighborhoods. – noises – gunfire, explosion, movement. – the flow of the civilian population. **URBAN MOVEMENT RULES:** – ***THE WALL RULE – walk on the edge, 30–50 cm from the wall, even glued to the walls, not in the middle of the road*** – the wall provides masking, reduces exposure angles, and can take you out of the central field of fire. – ***THE INTERSECTION RULE – Avoiding intersections*** – *Intersection = exposure from 4 directions, multiple lines of fire, possible ambush zone.* You stop – listen – look from behind and cross quickly. – ***THE SHADOW RULE – Using shadows and obstacles –*** Shadow breaks the silhouette, and obstacles break bullet trajectories. You move from shadow to shadow. – ***The "DON'T RUN IN A STRAIGHT LINE" RULE –*** predictable movement is easy to hit. Run in zig-zag, obstacles, corners.
REAL URBAN DANGERS – EXPLAINED BY EFFECTS	**IF YOU SEE A DOWNED POWER LINE, THE AREA IS DEAD.** – Power lines can be live, may be in water, and can trigger fires.
	IF IT SMELLS WEIRD IN THE AREA, DO NOT STAY—LEAVE IMMEDIATELY. – Gases, fuel, and toxic chemicals smell like rotten eggs and pose a risk of explosion and suffocation.
	CRACKED BUILDINGS ARE TEMPORARY. – Damaged buildings can collapse from vibrations and may fall during distant explosions.
	IF YOU CAN SEE THE SKY, THE ENEMY CAN SEE YOU TOO. – Snipers shoot from heights, use street vantage points, and target movement and silhouettes.
FINDING DRINKING WATER	**SAFE SOURCES** – Rainwater tanks, rivers, wells. – Car radiators (only after filtering). – Broken pipes (use clean containers).
	QUICK PURIFICATION – Boil for 10 minutes. – Portable filter or purification tablets.
	DO NOT DRINK WATER FROM – Sewers, dirty puddles. – Water with a chemical smell (may be toxic).
AVOIDING CONFLICT ZONES	**BASIC RULES** – Do not attract attention – neutral clothing, no lights or sudden movements. – Avoid large groups and crowded areas. – If you hear gunfire, **do not run in a straight line** – use obstacles for cover. – If caught in protests/riots, **move with the crowd** until you can safely exit.
FIRST AID MEASURES	**CUTS AND MINOR WOUNDS** – Clean the wound with **clean water** or antiseptic solution. – Apply a **sterile dressing** and change it daily.
	DEEP WOUNDS – Press firmly with a dressing to stop the bleeding. – **Do not remove embedded objects** – stabilize them and wait for help.
	BURNS – Hold the affected area under **cold water** for 10-15 minutes. – **Do not apply ice, oil, or butter** – they make the burn worse. – Cover the burn with a **sterile dressing, without pressure.**
	CARDIOPULMONARY RESUSCITATION – If the victim is not breathing and has no pulse – **30 chest compressions** (rate: 100-120/min). – **2 rescue breaths** (if you know how to do them correctly). – Continue until help arrives or the victim recovers.
	STOPPING SEVERE BLEEDING – Apply **direct pressure** with a dressing or a clean shirt. – If bleeding doesn't stop, use **a tourniquet** 5-7 cm above the wound.

	– **Note the time the tourniquet was applied** – it must be removed within 1-2 hours to avoid necrosis.
PASSIVE SELF-DEFENSE AND RISK REDUCTION	**HOW TO AVOID CONFRONTATIONS** – **Don't draw attention** – wear neutral clothing, without badges or loud colors. – **Don't display money, food, or weapons** – you could become a target. – **Walk confidently**, but avoid direct eye contact with hostile individuals. – **Avoid dangerous routes** – dark streets, areas without quick shelter.
	BASIC PHYSICAL DEFENSE (IF ATTACKED) – If caught, **target vulnerable points**: eyes, throat, groin area. – **Use objects around you**: keys, pen, stones – anything can become a defensive weapon. – **If restrained**: strike with your head, knees, or elbows – they're harder to block.
	IF YOU ARE BEING FOLLOWED – **Change direction suddenly** – see if the person is still following you. – **Enter a safe place** (store, public building, hospital). – **Shout "FIRE!" instead of "HELP!"** – it gets people's attention faster.

Under stress, people only do what they've practiced.



WORKSHEET – PRACTICAL EXERCISE
KEY URBAN SURVIVAL TECHNIQUES AND PROCEDURES IN WAR
PRACTICAL EXERCISE + GUIDED DEMONSTRATION

PARTICIPANTS – professionals .
PURPOSE – Developing instructors' ability to quickly assess an urban shelter and explain the functionality of the minimum urban survival kit in the context of armed conflict.
OBJECTIVES – By the end of the exercise, instructors will be able to:

- quickly identify whether an urban space can be considered a shelter;
- distinguish between relatively safe shelter and false/dangerous shelter;
- understand the functional logic of the kit;
- learn to explain the kit adapted to the urban environment;
- structure explanations so they can later pass them on to their trainees.

STAGE 1 – PRACTICAL EXERCISE – ASSESSING AN URBAN SHELTER

- **The exercise scenario is presented** – *"You are in an urban area subject to sporadic bombings. The siren has sounded, and the population is seeking immediate shelter. You have several nearby buildings and urban spaces at your disposal."*
- **Divide participants into small groups** (3–5 people) and assign tasks to complete
  - Choose an urban shelter from those proposed and analyze it from a functional point of view;
  - Complete the evaluation grid;
  - Formulate clear conclusions, as if explaining to a course participant.

SHELTER ASSESSMENT CHECKLIST – teaching material for the worksheet.

A. BALLISTIC AND STRUCTURAL PROTECTION

☐ Solid walls **–** reinforced concrete / thick masonry.
☐ No windows or small, remote windows.
☐ No direct openings to the outside.
☐ No elements that could fall **–** false ceilings, suspended objects.

B. POSITIONING

☐ Below ground level or on a lower floor.
☐ Far from facades, external corners, road intersections.
☐ Not adjacent to military targets or critical infrastructură critică.

C. ACCESS AND EVACUATION

☐ Quick access, fără crossing open areas.
☐ Possibility of secondary evacuation.
☐ Does not create bottlenecks in crowded situations – narrow doors, fragile stairs.

D. INTERNAL SAFETY

☐ Spațiu pentru poziție joasă **–** culcat/ghemuit.
☐ Minimum ventilation. ☐ Can hold several people without excessive panic.

- **The following questions are asked:**
  - *Is the chosen shelter a real one or just a place where we "hide"?*
  - *What risks remain even in a good shelter?*
  - *What would you tell course participants so they do not overestimate the safety of this space?*

SUGGESTED ANSWERS

- *"A shelter reduces risk, it does not eliminate it completely."*
- *"The most dangerous shelter is one chosen hastily, without prior assessment."*
- *"A poorly ventilated basement can become dangerous over time."*
- *"A good shelter provides cover, not just concealment."*

STAGE 2 – GUIDED DEMONSTRATION – THE MINIMUM URBAN SURVIVAL KIT IN CASE OF ARMED CONFLICT

- **An urban survival kit is unpacked and its items are presented by function:**
  - **A. PROTECTION AND FIRST AID**
  - **B. BASIC RESOURCES – WATER AND FOOD**
  - **C. LIGHTING, SIGNALING, ORIENTATION, COMMUNICATION**
  - **D. DOCUMENTS and CASH**
- **It is presented and explained what THE KIT MUST NOT CONTAIN**
  - Bulky useless objects, improvised weapons, equipment without training on use.
- **Training questions are asked** for instructors:
  SUGGESTED ANSWERS

1. *How do you adapt the kit for a child / elderly person?*

– The kit is adapted to the physical, cognitive, and emotional capacity of the individual.

FOR CHILDREN	***FOR THE ELDERLY***

– *Weight reduction – light objects, no redundancy.*
– *Emotional comfort items:*
  – *familiar object – small toy, book;*
  – *preferred snack.*
– *Specific medication.*
– *Simple, visual instructions – rule card.*
– *Identification – name, contacts.*
"For a child, survival begins with reducing fear and maintaining cooperation."
	– *Essential medication.*
	– *Glasses / hearing aid.*
	– *Easy-to-handle items – large flashlight, simple opening.*
	– *Water and food that are easy to consume.*
	– *Light blanket / thermal protection.*
	"For the elderly, minimal autonomy means life."

2. *What do you remove if space is very limited?*

KEEP	**REMOVE**
Only items that: – *save lives;* – *reduce panic;* – *maintain minimal functionality.* **Mandatory to keep:** – *water / purification means;* – *thermal protection;* – *light source;* – *medications;* – *documents / identification.*	– *items with no immediate use;* – *duplicates;* – *bulky tools;* – *unnecessary packaging;* – *equipment requiring complex training.*
"In a crisis, volume kills, function saves."	

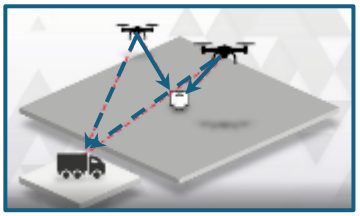
3. *Which item has the greatest positive psychological impact?*

– *A familiar, personal item, not a technical one.* ***Examples:*** – *photograph;* – *written message;* – *religious object;* – *small toy;* – *well-known book.*	***Why it matters:*** – *reduces anxiety;* – *emotionally stabilizing;* – *maintains identity;* – *increases compliance with rules;* – *reduces collective panic.*
"A stable psyche consumes less energy than a panicked one."	

– **It is concluded**: *"Urban survival in conflict means rapid assessment + simple decisions + disciplined behavior. Shelter and the kit are tools, not guarantees, and correct knowledge reduces panic more effectively than any equipment."*

2.3. DIGITAL SURVIVAL AND SAFETY IN CONDITIONS OF CYBER WARFARE

2.3.1. SPECIFIC INFORMATION TRANSMITTED



In modern conflicts, phones, social networks, and applications can become as dangerous as conventional weapons. Compromised digital information can be used for location, tracking, surveillance, blackmail, manipulation, or targeted attacks, turning unprotected users into vulnerable individuals. Disinformation and cyber attacks on critical infrastructure can destabilize society. Digital safety thus becomes an essential component of survival, not just a technical issue.

Professionals will learn to teach trainees how to protect their data, communications, and identity in hostile environments. This subsection provides the necessary framework to prevent exposure, disinformation, and risks generated by uncontrolled use of technology during conflicts.

In cyber warfare, the phone is a sensor.
Contul tău este un transmițător.
O postare poate ucide.
Protect your data like your own life. In a modern war, information is a weapon!

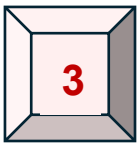
<table>
<tr><th colspan="2">DIGITAL RISKS IN ARMED CONFLICT</th></tr>
<tr><td>LOCATION VIA PHONE</td><td>– The phone transmits – location, network, and movement / displacement, identity.
– Even with GPS off, the cellular network, Wi-Fi, Bluetooth transmit, and the position can be triangulated.</td></tr>
<tr><td>PHISHING AND TRAP MESSAGES</td><td>– NOTHING IS OPENED FROM UNCONFIRMED SOURCES.
– In an armed conflict situation, attackers send – false alerts, "humanitarian" messages, requests for help, "security checks," with the aim of installing "spyware," taking over accounts, and tracking.
– Through free apps, maps, games, fake VPNs, they can activate – the microphone, camera, or GPS.</td></tr>
<tr><td colspan="2">SOCIAL MEDIA AS A WEAPON</td></tr>
<tr><td colspan="2">– In an armed conflict situation, posting a photo can reveal – the building, the street, the time, the position, and a video file – units / forces, movement / displacement, type of activity.
The enemy is not looking for people. It is looking for data.</td></tr>
<tr><td colspan="2">BASIC RULES FOR PROTECTING PERSONAL DATA AND COMMUNICATIONS</td></tr>
<tr><td colspan="2">- Use unique , complex and different passwords for each account.
- Choose separate accounts used only for the conflict.
- Enable two-factor authentication (2FA) for essential accounts.
- Avoid public Wi-Fi – use a secure connection (VPN).
- Set GPS, Bluetooth, Wi-Fi – OFF / when not using them
- Set your phone to not automatically connect to unknown networks.
- Set your phone to airplane mode when not in use.
- Disable Bluetooth and location when not needed.
- Set your phone without biometrics – face, fingerprint.
- Clear history.</td></tr>
<tr><td>SECURE COMMUNICATION</td><td>- Use encrypted apps.
- Avoid Facebook Messenger, TikTok, SMS, and emails for sensitive information.
- Create offline contact groups (numbers saved on paper).
- If you must transmit sensitive messages, use codes known within your communication group – "Package delivered" = I am safe.</td></tr>
<tr><td>CREATING SAFETY COPIES FOR ESSENTIAL DOCUMENTS</td><td>Essential documents to keep
- ID card, passport, driver's license.
- Birth certificates, marriage certificates, property documents.
- Insurance policies, medical records.
- List of passwords and important accounts (banking, email).</td></tr>
<tr><td>BACKUP METHODS FOR ESSENTIAL DOCUMENTS</td><td>- Encrypted USB with scanned documents.
- Secure cloud.
- Printed copies kept in a safe place (possibly with relatives).
- Places to keep a physical copy of an important document
  - In a waterproof bag, inside a common-use object.
  - With a trusted person outside the conflict zone.</td></tr>
<tr><td rowspan="2">HOW TO RECOGNIZE A CYBER ATTACK</td><td>WARNING SIGNS
- Emails/messages with an urgent tone like – "Your account will be suspended!".
- Suspicious links (check that the domain is correct, e.g., "gov.ro" and not "gov.xyz").
- Unknown attachments – do not open them if you don't know the sender.
- Messages asking for personal data or passwords – never give them.</td></tr>
<tr><td>HOW TO PROTECT YOURSELF
- Do not click on suspicious links, verify the sender.
- Scan downloaded files with antivirus software.
- Enable anti-phishing filters in your browser and email.
- Use a password manager to prevent "credential stuffing" attacks.</td></tr>
</table>

HOW TO PROTECT YOUR PHONE AND LAPTOP	- Encrypt **your device** – most modern phones have this option. - **Install a VPN** to hide your online activity. - **Don't use unknown USB drives** – they may contain malware. - **Back up regularly** and keep it offline.
HOW TO DETECT IF YOU ARE BEING TRACKED ONLINE	- If you receive **strange emails/texts** after visiting a site, your account may be exposed. - Check your account settings to see if **there have been logins from unknown locations**. - **If** a **device suddenly runs slower**, it may be infected with malware.

DISINFORMATION	- **Disinformation is a strategic weapon. If you can't verify it, don't share it.**
	- **THE PURPOSE OF DISINFORMATION IS**
	  - to cause panic.
	  - to move civilians.
	  - to expose locations.
	  - to create chaos.
	How to recognize it - urgent message, emotional language, phrases like *"everyone must,"* vague sources.

If you live in a conflict zone, the most dangerous object you carry is not a weapon. It is your phone.	

2.3.2. PEDAGOGICAL METHODS FOR CONVEYING INFORMATION



WORKSHEET – APPLIED EXERCISE AND CASE STUDY
INFORMATION WARFARE AND DIGITAL SECURITY IN ARMED CONFLICT

PARTICIPANTS – professionals .
PURPOSE – Developing instructors' ability to identify, explain, and correct dangerous digital behaviors in the context of armed conflict.
OBJECTIVES – At the end of the exercise, instructors will be able to:

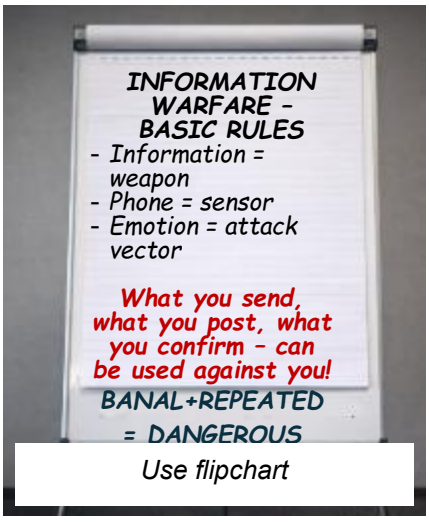
- recognize manipulation, phishing, or information-gathering messages;
- explain the associated risks and apply a simple response procedure;
- explain these risks in terms professional can understand.
- identify which data becomes dangerous in armed conflict;
- learn the minimum digital protection steps;
- practice explaining these steps to professional;
- understand how seemingly trivial information leads to real strikes;
- explain how individual mistakes affect the group;
- learn how to explain these risks without causing panic.

- **The exercise opens and the GENERAL FRAMEWORK FOR ITS CONDUCT is established, using a calm, non-alarmist tone with an emphasis on responsibility rather than restrictions** –

  "So far we have talked about the physical dangers of an armed conflict. Now we shift our attention to a less visible, but just as lethal danger ***– INFORMATION****."*

  "In modern warfare, the phone is not just a means of communication. It is a sensor, a transmitter, and a target. Whoever controls information controls movement and survival. The phone can become a lit flashlight in a dark night and ***MAKES YOU VISIBLE****.*

  This exercise is not about advanced technology, but about simple behaviors that can save or lose lives. As instructors, your goal is not to create fear, but an information discipline that must be strictly observed."
- ***Write on the flipchart THE BASIC RULES OF INFORMATION WARFARE→***
- ***A transition question is asked toward ACTIVATION –*** *"Who believes that an apparently banal message cannot produce real consequences?"*



Use flipchart

POSSIBLE ANSWERS

MINIMIZATION	*– "A banal message cannot possibly cause harm. It's just an opinion."*	*– In information warfare, it doesn't matter what you think you are sending, but what someone can extract from that message."*
EXCESSIVE CONFIDENCE	*– "If you don't give the exact location, I don't see what the problem would be."*	*– "Location doesn't only mean coordinates. Înseamnă timp, context, prezență și absență."*
DISTANCING	*– "That happens more to the military, not to civilians."*	*– In recent conflicts, most information came from civilian sources, not military ones."*
NORMALIZATION	*– "Everyone posts, I don't think anyone is tracking every message."*	*– "And that is exactly what makes information valuable – the volume of data."*

CONFUSION	*– "It depends… if it's not something important, I don't think it matters."*	*– "In war, the rule is simple – **if it's not necessary, don't transmit it**."*
CONCLUSION		***– A banal message, taken alone, may seem harmless, but ten banal messages, correlated, become operational information."***

– **Transition is made to the conduct of the exercise –**

"In the next few minutes, you will analyze real messages or ones very close to reality. We are not looking for culprits. We are looking for patterns. In the end, each of you must be able to explain ***– why digital silence is sometimes the safest action.****"*

STAGE 1 – APPLICATIVE EXERCISE – ANALYSIS OF A SUSPICIOUS MESSAGE AND THE CORRECT COURSE OF ACTION

– **Divide participants into small groups (3-4 people) and give each group the SHEETS WITH MESSAGE EXAMPLES** (SMS, WhatsApp, Facebook, Telegram).

– **Set the task of analyzing the messages on the sheet, identifying the risk signals and determining what *NOT TO DO* and *WHAT TO DO CORRECTLY*.**

WORKSHEET 1 - ANALYSIS OF A SUSPICIOUS MESSAGE – MANIPULATION / INFORMATION COLLECTION
EXAMPLE OF SMS / WHATSAPP MESSAGE



" ⚠ **SECURITY ALERT** ⚠
Zona you are in will be evacuated within the next 2 hours.
Pentru confirmare și instrucțiuni, trimiteți LOCAȚIA dvs. sau apăsați linkul de mai jos:
[shortened link]"

SUGGESTED SOLUTION

MESSAGE ANALYSIS.

1. Who appears to be the sender?	*– Unknown*
2. What emotion is the message trying to trigger?	*– FEAR, combined with URGENCY.* *– Fear reduces critical thinking and triggers quick, unanalyzed reactions.* *– Urgency is used to block verification.* *– Quick, unfiltered decision*
3. What information does it request?	*– Exact location*
4. What risk arises if the user responds?	*– The location can be correlated with other data.* *– The response confirms your existence and physical presence.* *– Clicking the link can install malware or activate tracking of you.*
5. What is the correct reaction?	*– Do NOT respond.* *– Do NOT click the link.* *– Do NOT forward the message.* *– Block and delete.* *– Verify the information only through official channels.* *– Authorities do not ask for your location through unofficial messages.*

RISK INDICATORS

– *Artificial urgency – "2 hours".*
– *Vague authority – "Security alert", without a clear institution.*
– *Explicit request for location*
– *Shortened link – hides the real destination.*
– *Unofficial channel – SMS / WhatsApp.*

CORRECT INTERPRETATION – What the message actually is → An attempt to collect location data and map the population.

WORKSHEET 2 – ANALYSIS OF A SOCIAL MEDIA MESSAGE – DISINFORMATION / INDIRECT LOCATION
Understanding how seemingly harmless posts can lead to location and attack.

EXAMPLE OF A MESSAGE POSTED ON SOCIAL NETWORKS
FACEBOOK / TWITTER / TELEGRAM / INSTAGRAM / TICK-TOCK

"Strong explosion 10 minutes ago!
Cine mai este în zonă? Sunteți bine?
Lăsați un comentariu să știm cine a mai rămas."



INDICATIVE RESOLUTION

MESSAGE ANALYSIS.

1. What information does the post provide?	*– Confirmation of a strong explosion.*
2. What information can be collected from comments?	*– Collecting data on presence in the targeted area.* *– Comments create a human presence map.* *– It confirms the area is inhabited.* *– Activity intervals can be identified.*
3. Who can benefit from this data?	*– Civilian information can be used at a military level.* *– A single post can lead to repeated strikes.*
4. What mistakes do users who respond make?	*– They share a lot of information about themselves and their neighbors/relatives.* *– They confirm presence in an area.* *– They provide temporal information - "now", "today", "in the morning" that allows correlation with other sources.* *– They add details without realizing it.* *– They amplify the message by sharing.* *– They react emotionally, not rationally.* *– They assume they are "too small" to matter.*
5. What is the correct course of action?	*– DO NOT comment.* *– DO NOT confirm presence.* *– DO NOT share images/sounds/details.* *– Set your account to private or temporarily deactivate it.*
6. How should the risk be explained?	*– If you do not need to respond, do not respond.* *– Trivial individual message × many users = dangerous information.* *– Information manipulation does not need spies. It needs well-intentioned people.*

RISK *CLUES*

- *Confirmation of a recent explosion.*
- *Temporal location ("10 minutes ago") without indicating the place, the explosion area.*
- *Presence collection ("who else is in the area").*
- *Data aggregation from comments.*
- *Emotion – empathy, solidarity, fear.*

TYPICAL *INDICATORS* OF SUSPICIOUS MESSAGES

- *artificial urgency ("NOW", "LAST CHANCE");*
- *request for location, photos, personal data;*
- *appeal to fear or guilt;*
- *unknown links;*
- *unusual language or poor translations.*

STEP 2 – APPLIED EXERCISE - REMOVING SENSITIVE DATA

- **The participants' task is outlined** – *Based on a simulated data list, you must decide:*
  - *what to keep;*
  - *what to delete;*
  - *what to deactivate.*
- **Hand out the data sheets to analyze:**
  - *Photos with the house location.*
  - *Saved contacts with sensitive roles.*
  - *Active location history.*
  - *Public social media.*
  - *Open Bluetooth / Wi-Fi.*
  - *Unnecessary apps.*
- **For support, the following working questions are addressed:**
  - *What information could help an adversary?*
  - *What can be used for location tracking?*
  - *What can indicate routine or movement?*

SUGGESTED ANSWERS

- *Photos → delete or move offline.*
- *Location → permanently deactivated.*
- *Social media → private account or deactivated.*
- *Bluetooth / Wi-Fi → turned off*
- *Unnecessary apps → uninstalled*

STEP 3 – CASE STUDY – LOCATING SOLDIERS THROUGH PHONES – UKRAINE

- **Briefly present the situations that occurred during the war in Ukraine**
  - *Phones left on near the front line.*
  - *Active location, mobile networks detected.*
  - *Signal correlation → artillery / drone strikes.*
- **The following questions are addressed:**
  - *What was the initial mistake?*
  - *Who was affected?*
  - *What simple measures would have prevented the situation?*

SUGGESTED ANSWERS

  - *Phone left on = detectable signal.*
  - *A single phone can compromise a group.*
  - *Airplane mode, complete shutdown, digital discipline.*
- **A conclusion is drawn**
  - *The information war begins before the first shot is fired.*
  - *The phone can save lives or expose them.*
  - *Modern survival includes digital discipline.*



Image displayed on screen

UKRAINIAN ARMY ORDER

- *Leave your own SIM card at home.*
- *The best place to get a SIM card is in the zone of conflict itself.*
- *If you plan to make a phone call, walk at least 400-500m away from squad positions.*
- *Don't walk away alone, take an armed friend with you to cover you.*
- *The best place to make a phone call is in locations with a lot of civilians, preferably in recently liberated towns.*
- *Always keep your phone off. Your life depends on it. Grad missiles will hit your whole squad.*
- *Do not accept refill codes or cards from the locals. The young woman that brought you a refill card from the neighboring village may be working for the enemy. Right now, FSB and SBU have to process enormous amounts of data to identify the mobile phones of our own people and of the enemy. Do not make their job easier.*
- *Watch over your comrades — a friend calls his girlfriend and an hour or so later your position gets shelled or attacked.*
- *Remember, the enemy could be listening to your conversations regardless of which SIM card or which telecom operator you are using.*

ORDIN AL ARMATEI UCRAINENE

- *Leave your personal SIM card at home.*
- *The safest place to get a SIM card is right in the conflict zone.*
- *If you intend to make a phone call, move at least 400–500 m away from the squad/team positions.*
- *Do not go alone; take an armed colleague with you to provide cover.*
- *The most suitable place to make a call is in an area with many civilians, preferably in recently liberated localities.*
- *Keep your phone off at all times. Your life depends on it. GRAD missiles can hit the entire team.*
- *Do not accept refill codes or cards from locals. The young woman who brings a refill card from the neighboring village may be working for the enemy. Currently, FSB and SBU are processing huge volumes of data to identify the mobile phones of their own forces and of the enemy. Do not make their job easier.*
- *Watch over your comrades – a colleague calls his girlfriend, and about an hour later the position is shelled or attacked.*
- *Remember - the enemy can intercept conversations, regardless of the SIM card or telecom operator used.*



Image displayed on screen

Russian mobile network interception system / *https://commons.wikimedia.org/wiki/File:TB2015ExhibitionP2-48.jpg*

2.4. INCREASING PSYCHOLOGICAL RESILIENCE AND COMMUNITY WORK IN CONDITIONS OF WAR / ARMED CONFLICT

2.4.1. SPECIFIC INFORMATION TRANSMITTED

- ✓ **Resilience** is the **ability of a person or group to remain functional, adapt, and continue to act effectively under extreme stress, inflicted losses, and permanent dangers**, without experiencing psychological or behavioral collapse.
- ✓ Psychological resilience is essential in wartime conditions, as it helps individuals manage extreme stress, make sound decisions under pressure, and maintain emotional balance.
- ✓ Professionals must be able to recognize psychological reactions in traumatic conditions and prevent behavioral collapse to keep the group safe in shelters;
- ✓ Mutual support and community collaboration can increase survival chances by facilitating access to resources, information, and help in critical situations.
- ✓ A united and well-organized community can face dangers more effectively, protecting its most vulnerable members and maintaining high morale in the face of adversity.

A well-prepared individual survives, but a united community thrives!

PSYCHOLOGICAL REACTIONS

In conditions of war and extreme violence, people's psychological reactions are normal brain responses to danger and overload, not signs of weakness. Fear, shock, panic, dissociation, or apathy occur when the nervous system tries to protect the body.

For instructors, it is essential to understand these reactions in order to explain them to trainees and manage them correctly in crisis situations. Recognizing and normalizing these states reduces shame, guilt, and dangerous behaviors. This subchapter provides the framework needed to turn psychological reactions from a risk into a survival tool.

- Fear and stress are **normal reactions** in the face of danger.
- Adrenaline can make you **flee, fight, or freeze.** That is why it is important to control your reactions.
- **Decision fatigue** occurs when you make many decisions under stress – planning ahead reduces this risk.
- The human brain **ALTERNATES BETWEEN FOUR MODES WHEN UNDER THREAT**:

SHOCK	– The brain is overloaded. – Temporary halt of processing. – The person does not take shelter, does not run, does not defend themselves. They are *"frozen."*	***"What's happening?"***	– staring gaze – slow movements – confusion, does not respond to commands – does not react to danger.
PANIC	– The nervous system goes into flight mode. – There is no reason. – It contaminates the group, causes stampedes	***"Run!"***	– rapid breathing, hyperventilation – shoving – chaotic movements – screaming
DISSOCIATION	– The brain *"disconnects"* from reality so as not to feel the pain.	***"It's not real."***	– the person seems calm – speaks like a robot – emotional detachment – lack of reaction – says "it doesn't matter" – feels no fear – may go into lethal zones, does not follow orders
APATHY	– Collapse of the fight system. – The brain says *"There's no point anymore."*	***"I give up."***	– giving up – passivity – refusal to move – no longer speaks – does not eat – does not evacuate – does not seek shelter

MANAGING STRESS AND PANIC

In conflict and bombardment situations, intense stress and panic can become more dangerous than the physical threat itself. Decisions made under panic frequently lead to exposure, disorganization, and behaviors that increase the risk of injury or death. Therefore, the ability to control emotional and physiological reactions is a critical component of survival. Professionals will learn to teach trainees simple and effective techniques for calming, anchoring, and maintaining control. This subsection turns stress management from an abstract notion into a practical tool for protection and resilience.

STOPPING PANIC IN WAR CONDITIONS	– **The basic principle** - Panic is not fear. It is the loss of respiratory and cognitive control. If you restore **breathing and attention**, **you deactivate the alarm and stop the panic.**
	STEP 1 – *GAINING CONTROL OF ATTENTION* You speak *firmly. You do not negotiate. You do not console.* – *"Look at me."* – *"Listen to me."* – *"Breathe."*
	STEP 2 – *BREATH CONTROL* – *"Breathe in through your nose."* – *"Hold for 2 seconds."* – *"Exhale slowly."* Repeat the process 5–10 times.
	STEP 3 – *ANCHORING by assigning a direct physical task* – *"hold an object"* – *"press on the floor"* – *"count your breaths"* – *small routines – reading, writing, physical exercise – help maintain a sense of normalcy.*
	STEP 4 – *REDIRECTING to another mission* – "*Help the child."* – *"Hold the door."* – *"Stay next to me."*
HOW TO MANAGE OTHERS' FEAR – *WARNING! -* **Panic is contagious.** – Move the panicked person out of the center of the group and calm them down separately. – Stay calm and provide **clear information** without exaggeration. – Avoid phrases like ***"It's a disaster!"*** – replace with ***"We have a plan"***. – Listen to the **concerns** of those around you without minimizing them. – DO NOT say ***"calm down."*** – DO NOT explain. – DO NOT shout. – DO NOT ignore.	
RESILIENCE FACTORS	– **represent all the internal and external elements that allow a person or group to resist psychologically, adapt, and continue functioning when exposed to extreme stress, danger, and loss.**
	– **ROUTINE** – the brain regains predictability. – Even in a shelter, there are fixed times for specific, simple activities – check every 30 minutes. – breathing breaks. – water distribution.
	– **CLEARLY ESTABLISHED ROLES AND TASKS –** each person knows what they do, when they do it, and for whom. – Who has medical knowledge, who can cook, who can stand guard.
	– **HUMAN CONNECTION – COMMUNITY SUPPORT / ORGANIZING MUTUAL AID AMONG NEIGHBORS** – People cope better when they are in an organized group, are useful, and are seen by others. – Isolation increases panic, depression, and anxiety states.
	– **WHY IS COMMUNITY IMPORTANT?** – In crisis, **survival depends on cooperation.** – A network of neighbors can provide **protection, resources, and emotional support.** – Organized groups can deter looting and maintain order.
	– **HOW TO CREATE A LOCAL SUPPORT GROUP** – **Identify available resources** (medications, food, tools, water). – **Make a communication plan** – establish a signal system for emergencies. – **Assign roles and tasks -** – **Information sharing -** where safe places are, who needs help.

MANAGING PANIC IN THE SHELTER

In shelters, danger comes not only from outside, but also from the emotional reactions of those inside. The enclosed space, the sounds of bombings, and uncertainty can trigger panic, which spreads quickly and destabilizes the group. Without control, panic leads to chaos, conflicts,

and behaviors that increase risk for everyone. Therefore, managing panic is an essential skill for collective survival. This subsection prepares instructors to convey clear techniques for stabilization, communication, and maintaining order under extreme stress.

<table>
<tr><td>THE FOUR THINGS THAT KEEP A GROUP STABLE</td><td>– A shelter without these four things will collapse psychologically. Ordered space = calmer minds.
<table>
<tr><td>ORDER</td><td>– reduces uncertainty</td></tr>
<tr><td>RHYTHM</td><td>– stabilizes the brain</td></tr>
<tr><td>ROLES</td><td>– provide meaning</td></tr>
<tr><td>CALM VOICE</td><td>– regulates emotion</td></tr>
</table></td></tr>
<tr><td>HOW TO ORGANIZE A SHELTER</td><td>– STRUCTURE
– sleeping area.
– logistics area – water, food, medications.
– technical area – generators, distribution.
- children's area.</td></tr>
<tr><td rowspan="2">GROUNDING IN REALITY</td><td colspan="2">– Neuro-psychological stabilization technique to quickly bring a person from a state of panic back into contact with their own body, with space, and with the present moment, so that the nervous system exits the "total alarm" mode.</td></tr>
<tr><td>– slow breathing.
– eye contact.
– safe touch.
– brings attention back to the body.
– reduces hyperarousal.
– breaks the panic cycle.</td><td>Examples
– "Press your soles into the floor."
– "Squeeze this object."
– "Look at the wall and say what color it is."
– "Feel your back against the wall."</td></tr>
<tr><td rowspan="2">DIRECTING</td><td colspan="2">– Technique of shifting a person's attention from fear to controlled action, so that the brain exits the "imminent danger" mode and enters the "task" mode.</td></tr>
<tr><td>– the panicked person must be given a task and be involved.
– the brain cannot be in panic and useful at the same time.</td><td>Examples:
– "Hold the child."
– "Count the water bottles."
– "Stand by the door."
– "Help this person."</td></tr>
<tr><td rowspan="2">PANIC ISOLATION</td><td colspan="2">– Technique for temporarily separating a panicked person from the core of the group, to prevent the spread of fear and collective collapse.
– It is not punishment, it is a protective measure for everyone.</td></tr>
<tr><td>If someone destabilizes the group:
– they are moved.
– they are calmed down.
– they are reintegrated.</td><td>How to do it correctly
– It is a gentle, firm, and temporary procedure.
Steps:
1. Two calm people approach.
2. They speak slowly and clearly.
3. They move the person to a corner or separate area.
4. Apply anchoring + breathing.
5. Reintegrate them once they are stable.</td></tr>
<tr><td>SIGNALS AND CODES FOR SAFETY</td><td>– If a place is safe – a discreet symbol at the window – a lit candle in the evening.
– If you need help – a red scarf tied at the door.
– If you must evacuate – graphic signs left on walls or the ground.</td></tr>
<tr><td rowspan="3">HOW TO HELP CHILDREN AND VULNERABLE PEOPLE</td><td>HOW TO CALM CHILDREN
– Tell them the truth, but in a calm tone suitable for their age.
– Provide a routine – meals, stories, simple games to maintain a sense of normalcy.
– Avoid exposure to traumatic images or conversations that might scare them.
– Involve them in small tasks to make them feel useful.</td></tr>
<tr><td>PROTECTING VULNERABLE PEOPLE
– If you have elderly or sick people in the group, identify their medications and needs.
– Help them move if they need to be evacuated.
– Communicate clearly – stress can make it difficult to understand rapid instructions.</td></tr>
<tr><td>EMOTIONAL SUPPORT FOR THOSE AFFECTED
– Listen to them without interrupting.
– Avoid saying "Everything will be fine" – instead, say "I am here for you".
– Encourage maintaining a small daily ritual (a song, a prayer, a moment of quiet).</td></tr>
<tr><td>STIMULUS CONTROL</td><td>IN THE SHELTER:
– lighting is dimmed.
– phones on silent.
– no live news.
– no videos.</td></tr>
</table>

4

WORKSHEET – INCREASING PSYCHOLOGICAL RESILIENCE AND WORKING IN THE COMMUNITY UNDER WAR CONDITIONS
MANAGING AN OVERCROWDED SHELTER, CALMING PANIC, AND 4–4–6 BREATHING GROUP EXERCISE

PARTICIPANTS – *professionals .*
PURPOSE – Developing instructors' ability to identify, explain, and correct the management of activities in a shelter and to calm panic
OBJECTIVES – By the end of the exercise, instructors will be able to:

- define and explain functional roles in a shelter;
- intervene verbally and behaviorally to calm a panicked person;
- demonstrate and explain the 4–4–6 breathing technique;
- pass on these skills to professional in simple, safe language.

- **The exercise opens and presents its SCENARIO –** *"You are in an improvised urban shelter. There are too many people, space is limited, and noise is increasing. An adult enters a panic – breathing rapidly, crying, suddenly standing up, and speaking loudly. Let's see what we need to do to manage the situation."*
- **Participants are divided into small groups – 3–4 people.**
- **STEP 1 – DEFINING ROLES IN THE SHELTER – GROUP TASK –** ***"Establish minimum functional roles*** *needed to stabilize the situation."*



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INDICATIVE ANSWER – RECOMMENDED ROLES

- **Shelter coordinator** – maintains order and rules.
- **Person in charge of calming people** – intervenes with the panicked person.
- **Person in charge of communication** – relays short, clear information.
- **Person in charge of children / vulnerable people** – reduces emotional stimuli.
- **Person in charge of logistical resources** – water, space, materials.

- **For guidance, the following questions are asked:**
  - *Which roles do you consider essential, not ideal?*
  - *Which roles could be combined?*
  - *What happens if there is no coordination?*
- **STEP 2 – CALMING A PANICKED PERSON – INDIVIDUAL TASK –** ***"Simulate the intervention on the panicked person."***

CORRECT STEPS – INDICATIVE MODEL

1. **ISOLATING THE PANICKED PERSON – calmly, without force.**	– moving to an isolated area, at the edge of the group; – reducing visual and auditory stimuli.
2. **VERBAL ANCHORING –** low, clear voice, short sentences.	**Possible phrases – Examples** – "You are safe here." – "We are with you." – "We breathe together."
3. **REDIRECTING ATTENTION**	– focusing on breathing; – eye contact, without aggressive staring.

- **STEP 3 – THE 4–4–6 BREATHING TECHNIQUE – GUIDED DEMONSTRATION**
- **Explain and demonstrate how it should be done –** repeat 5–7 times**:**
  - *INHALE for 4 seconds;*
  - *HOLD for 4 seconds;*
  - *EXHALE slowly for 6 seconds.*
- **A simple explanation is given –** "*A longer exhale tells the brain that the danger has passed."*
- **Explain the COMMON MISTAKES that must be corrected:**
  - *too fast a rhythm;*
  - *explanations that are too long;*
  - *non-consensual physical touch;*
  - *imperative orders like "Calm down!".*
- **Conclude and end the exercise**
  - *"Panic is contagious, but so is calm.*
  - *Establishing roles and tasks to be carried out reduces chaos.*
  - *Breathing is the first safe psychological intervention you should perform.*
  - *In the shelter, order saves energy, and calm saves lives."*

2.5. SURVIVAL UNDER DRONE ATTACK CONDITIONS

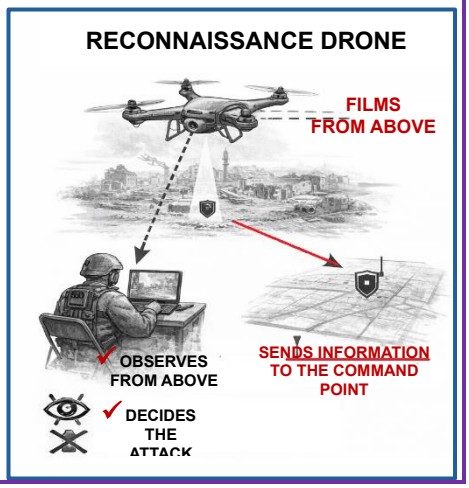
2.5.1. SPECIFIC INFORMATION TRANSMITTED

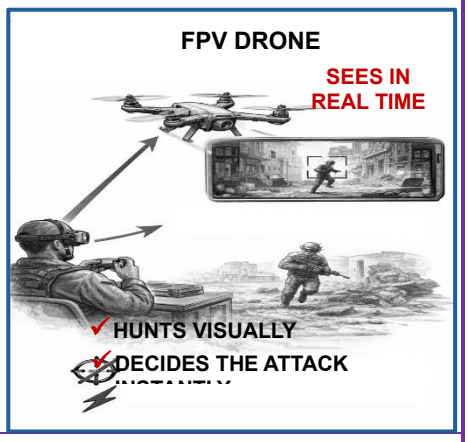
Drones have become one of the most dangerous and unpredictable threats in modern conflicts, directly affecting the civilian population. They can observe, track, and strike targets with great precision, turning movement, light, and phone use into major risk factors. Survival does not depend on strength or speed, but on the ability to reduce visibility and exposure.

Professionals will learn to teach trainees how to recognize the presence of drones and adopt behaviors that reduce the likelihood of becoming targets. This subsection provides the essential framework for protecting civilians in an environment dominated by aerial surveillance and stand-off attacks.

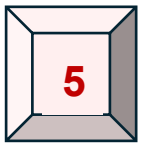
When facing a drone, protect your life by taking shelter quickly and following safety plans. Drones can be used both for surveillance and for direct attacks!

USE OF DRONES IN ARMED CONFLICTS **TYPES OF DRONES –** WHAT THEY DO IN ARMED CONFLICTS	**WHAT ARE DRONES AND WHAT ROLE DO THEY PLAY IN ARMED CONFLICTS?** – **Drones** are unmanned aircraft used for **surveillance**, **reconnaissance**, **aerial attacks**, or **transport of equipment and resources**. – **Military-type** drones are used to gather information or to launch precise strikes on high-value targets. – **Civilian** or **commercial** drones can be used to transport small objects or to spy on the population. **RECONNAISSANCE DRONES** – Flies higher. – Observes what is happening below. – Transmits images to enemy command points. – ***IF IT IS ACTIVE, AN ATTACK WITH AVIATION OR ARTILLERY/MISSILES MAY FOLLOW***



	FPV DRONES - *"First-Person View"* – Flies low and transmits video **in real time,** directly to the drone operator, just as if they were "inside" the drone. – They are very fast. – They strike visible targets. – It reacts to movement, human silhouettes, light, and the opponent's reactions. – It does not seek targets with algorithms – It is guided by a human – Movement, light, phones, silhouettes – become dangerous. 
	LOITERING MUNITIONS – are autonomous flying weapons. – Searches – Identifies – Crashes into the target
HOW TO PROTECT YOURSELF IN THE PRESENCE OF DRONES **SIGNS THAT A DRONE IS APPROACHING**	**RECOGNIZING A DRONE** – **THE SPECIFIC SOUND –** most military drones produce a distinctive "buzz" or an electric motor noise, a hum, the sound of a large insect, sometimes almost silent. – **VISUAL APPEARANCE –** The drone can be a small device, hard to spot in the sky, with stable movement and metallic reflections, or a large platform, similar to a helicopter. – **ENVIRONMENTAL BEHAVIOR –** Drones can fly constantly or make short flights, followed by landings to recharge. – birds fleeing. – people stopping. – **POSSIBLE SIGNS OF DANGER –** If a drone flies at a low altitude, it is an indication that it may be equipped with a camera or a weapon system.
BEHAVIOR WHEN A DRONE APPEARS	– **THE PRINCIPLE OF SURVIVAL –** ***If the drone does not detect you, you are not a target.*** – **All behavior aims to:** – not be seen – not be recognized – not be tracked
	– **DO NOT STAY IN THE OPEN –** If you spot a drone nearby, take shelter quickly in a building or in an area with a solid roof. – **AVOID OPEN AREAS** and areas of **high visibility** (fields, meadows, roads). – **DO NOT INTERFERE WITH THE DRONE –** Do not try to shoot it down or capture it. In particular, drones can be equipped with cameras for monitoring or may carry explosive payloads.
PRECAUTIONARY AND PROTECTION MEASURES WHEN DRONES APPEAR	**STAYING IN PLACE WITHOUT MOVING** – Do not run. – Do not look up. – Do not raise your phone. – Crouch down – Press yourself to the ground – Stay completely still **MOVEMENT = DETECTION.**
	TAKING SHELTER FROM A DRONE ATTACK – **Seeking a safe shelter –** A solid building, going down into basements or concrete shelters will provide protection in case of an attack. – **Protection systems –** In vulnerable areas, authorities may create **air-raid shelters** or **protection zones**. **Other improvised solutions –** If you do not have access to a shelter, find a **remote location** or a **refuge area –** under trees, in tunnels, behind large structures.
	HOW TO REACT TO A DRONE ATTACK – **Seek immediate shelter** – especially if the drone is armed, under trees, near buildings, under a roof, in a basement. – **Do not stay near an area targeted by an attack**. If the drone carries out an attack, the shelter will protect you from shrapnel.

	– **If you are hit by an explosion**, make sure there is no **ongoing fire** or other dangers that could put your life at risk.
PROTECTING PERSONAL DATA WHEN USING DRONES	– **AVOID ONLINE EXPOSURE –** Drones can use **facial recognition systems** or **digital tracking technologies** to collect information about you. – **Delete or encrypt essential files** – sensitive data may be accessible through electronic attacks such as phishing or hacking.
PROTECTION AGAINST DRONES THAT CAN SPY	– **BLOCKING ELECTRONIC SIGNALS –** In some conflict zones, authorities may use **radio signal jamming** technology to prevent drones from transmitting information. – **Avoid cameras and video recording devices** in open or unprotected spaces, as drones can capture sensitive information.
REACTION IN CASE OF CAPTURE OR DESTRUCTION OF A DRONE	– **Do not approach debris** – drones may be equipped with explosives or may be involved in **reconnaissance** missions. – **Report the crash site to the authorities**. – **Secure your location**: Make sure the area is evacuated to prevent injuries from possible explosives.
COOPERATING WITH AUTHORITIES AND REPORTING THE DRONE	**HOW TO REPORT THE PRESENCE OF A DRONE** If you spot a drone, notify **the local authorities immediately**. **YOU MUST PROVIDE** – The exact location. – The type of drone (if visible). – The flight direction. – Whether the drone is performing suspicious movements (shooting, bombing, spying).



WORKSHEET – SURVIVAL IN DRONE ATTACK CONDITIONS
APPLIED TRAINING SESSION – EXERCISES and GUIDED DISCUSSIONS

PARTICIPANTS – Professionals.
SCOPE – Developing **survival, protection, and training** skills in the face of threats posed by military drones in armed conflicts.
OBJECTIVES – By the end of the exercise, instructors will be able to:

- quickly recognize the threat posed by drones used in modern armed conflicts;
- correctly apply reaction, protection, and sheltering measures;
- correct wrong instincts and pass on these essential behaviors, without causing panic, to trained groups, in order to reduce the risk of detection, strikes, and loss of life.

STAGE 1 – DIRECTED EXERCISE and DISCUSSION – REACTION TO THE SOUND OF A DRONE – AUDIO SIMULATION

- **The applied training session opens –** *"In most real situations, the first warning is not visual but auditory. We will practice the correct reaction to sound."*
- **The equipment is turned on and a drone sound is suddenly played,** without warning.
- Professionals are NOT told what type of drone it is.
- The question is asked **–** *WHAT DO I DO WHEN I HEAR THAT SOUND?*

  GUIDELINE SOLUTION – Upon hearing the sound, participants must:
  - *Stop moving*
  - *Get down / make themselves smaller*
  - *Avoid raising their heads*
  - *Say what they would do immediately*
- **The questions are asked:**
  - *"What determined your first reaction?"*
  - *"Who felt the urge to visually locate the drone?"*
  - *"Why is the sound more dangerous than its absence?"*



GUIDELINE ANSWERS –

"What determined your first reaction?"	– *The sudden, unusual sound, which triggered the instinctive alert reaction.* – *The association of the sound with imminent danger, based on prior information or media experiences.* – *The survival reflex – a "fight, flight, or freeze" response.* – *The desire to quickly understand what is happening and assess the risk.*
– *The first reaction is almost always **emotional and instinctive**, not rational. The exercise aims at **transforming the automatic reaction into controlled behavior**.*	
"Who felt the urge to visually locate the drone?"	– *Most participants felt the need to look up for visual confirmation.* – *The impulse comes from the human need to locate the source of danger.* – *The brain seeks visual information to "stop" uncertainty.*
Correcting the responses: – *Visual search exposes your body silhouette to the drone's sensors.* – *Raising your gaze and an upright posture increase the likelihood of detection.* – *"Seeing the drone" does not mean "being safe".* *Even if the impulse is a normal one, **the correct behavior is to lower your silhouette, crouch down, lie flat on the ground, not to look around for where the drone is**.*	
"Why is the sound more dangerous than its absence?"	– *The sound indicates that the drone is close enough to detect, track, or strike.* – *Drones may already be positioned above or behind the target when they are heard.* – *The absence of sound does not mean the drone is absent – some drones are silent or at high altitude.* – *The sound causes panic and wrong reactions if you are not trained.* –
– *The sound is often the **last warning**, not the first.* – *The reaction to sound must be instantaneous and automatic, not analytical.* *In conflict, **what you hear is already too close**. Survival depends on reaction, not confirmation.*	

CONCLUSION – "*Your reactions were normal. The purpose of the training is not to eliminate instincts, but to **reprogram** them. At the sound of a drone - **we do not look for the drone, we do not assess the impact, we do not film the drone's action – we lower our profile, move briefly, and take cover"**.*

STAGE 2 – EXERCISE – IDENTIFYING COVER / CONCEALMENT LOCATIONS

- **The rule is quickly presented –** *"The drone seeks movement and contrast. It does not look for people, it looks for signals",* open the laptop and project an urban image.
- **They are asked to identify, mark, and justify -**
  - *Acceptable locations.*
  - *Dangerous locations.*
  - *Forbidden locations.*

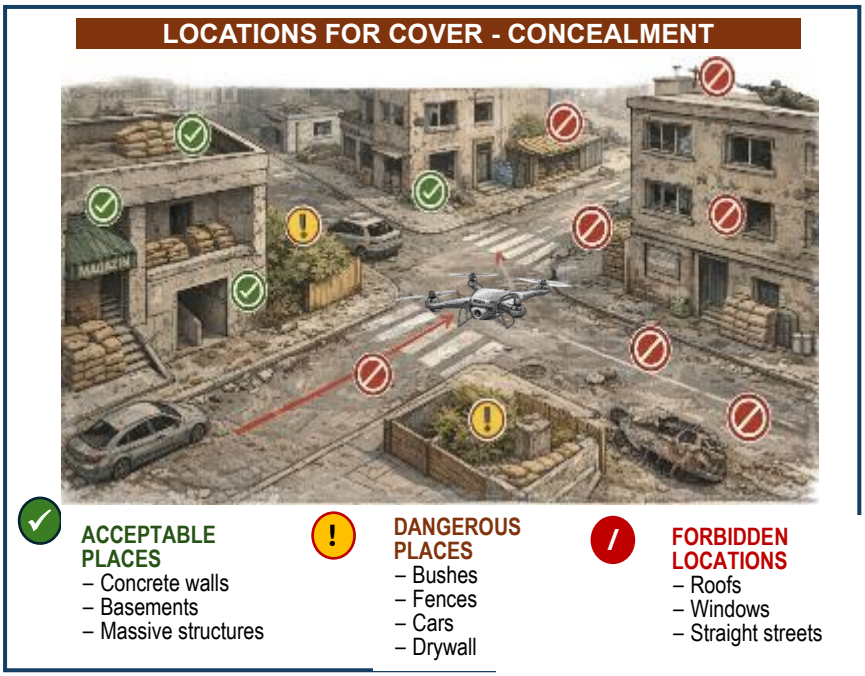
INDICATIVE SOLUTION

REAL COVER
- *Thick concrete walls.*
- *Basements.*
- *Massive structures.*

CONCEALMENT (high risk)
- *Bushes.*
- *Cars.*
- *Fences.*
- *Drywall.*

LETHAL ZONES
- *Roofs.*
- *Windows.*
- *Open streets.*
- *Movement in a straight line.*

- **The question arises –** *„If the drone returns after 30 seconds, where are you NO longer?"*



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INDICATIVE ANSWER – We are no longer **in the place where we were initially observed** or **in any position that allows resuming the strike on known coordinates.**

If the drone returns after a short interval (≈30 seconds), this indicates **confirmation, correction, or secondary attack**. In this context, we must NO longer be i**n the same initial hiding place, given that**
poziția este deja „memorată" sau marcată pentru lovire.

- **If we were behind partial cover** – car, fence, building corner, these elements can be quickly neutralized or do not offer real protection.
- **If we were in open areas or on predictable trajectories,** the drone anticipates linear movement.
- **If we were near windows, doors, roofs, these are** vulnerable areas to vertical observation and precise attack.
- **If we had the phone on,** the risk of location increases exponentially.

2.6. SURVIVAL UNDER CONDITIONS OF ROCKET ATTACKS, USE OF ARTILLERY AND AVIATION

2.6.1. SPECIFIC INFORMATION TRANSMITTED

Rocket, artillery, and aviation attacks represent some of the most destructive forms of violence in modern conflicts, directly affecting civilian areas. Shock waves, shrapnel, and building collapses cause the most casualties, often within seconds. Survival depends on rapid recognition of danger, choosing the right shelter, and following simple but critical rules.

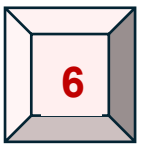
Professionals will learn to teach trainees how to react quickly to warnings and alarms, how to identify the specific sounds of different types of attacks, how to protect themselves during impact – knowing safe places, such as underground shelters or reinforced structures, adopting correct protection techniques, such as the crouched position with hands protecting the head, and how to avoid secondary effects.

This subsection provides the basis for turning the chaos of bombardments into a manageable situation through correct behavior and discipline, offering the chance to take shelter safely and minimize risks.

In the face of a missile, artillery, or aviation attack, protect yourself by quickly hiding in safe shelters and follow the essential steps to stay safe.

UNDERSTANDING MISSILE, ARTILLERY, AND AVIATION ATTACKS	**MISSILE ATTACKS** – **BALLISTIC MISSILES** – These are usually launched from the ground or from the air and can strike both infrastructure and civilian areas. Missiles are fast and impossible to avoid once launched. – **CRUISE MISSILES** – These are guided and can be directed toward desired targets. They can be launched from different locations (land, sea, air).
	ARTILLERY ATTACKS – **HEAVY ARTILLERY** – Large munitions, usually launched from battlefields, are capable of destroying large areas. These include shells, cannons, and large-caliber rocket launchers. – **AREA EFFECT** – These attacks frequently target urban areas and can cause infrastructure destruction and massive loss of life.
	AIR ATTACKS – **MILITARY AVIATION** – Fighter jets or drones can drop bombs or carry out missile strikes on a specific area. – **Bombings** – Air attacks are usually very precise, given target coordinates, and can include conventional or nuclear weapons.
PHASES OF AN ATTACK	**WARNING – This is the survival window.** – siren. – sound of aircraft. – noise of artillery launch. – alert apps.
	IMPACT – PRIMARY EXPLOSION – shockwave, fire, shrapnel, pressure.
	SECONDARY EFFECTS – collapsing buildings, fires, gas, power lines
PREPARING FOR A MISSILE, ARTILLERY, AND AVIATION ATTACK	**CREATING A SAFETY PLAN** – **ESTABLISH A SAFE SHELTER, DEPENDING ON THE SITUATION** – Whether you are at home, at work, or in a public area, identify safe places to take cover. These should be solid or underground structures. – **PREPARE A SURVIVAL KIT** – The survival kit should contain drinking water, non-perishable food, essential medications, a flashlight, a phone charger, and protective masks for dust or smoke.
	UPDATED INFORMATION AND EARLY WARNING – **Sign up for official alerts** – Subscribe to news channels, government apps, and alerts that can provide real-time information about imminent attacks. – **Identify warning sources** – Listen for signals transmitted through air raid sirens or alert signals from local authorities.
	ACTION MODE UPON HEARING THE SIREN – You have very little time. You don't discuss. You don't choose. You move. **PROCEDURE**: 1. Stop what you are doing. 2. Enter the nearest solid building. 3. Go downstairs. 4. Move away from windows. 5. Sit down next to an interior wall. – Do NOT go out to film. – Do NOT run in the street. – Do NOT stand in doorways or hallways.
IMMEDIATE REACTION IN CASE OF A ROCKET, ARTILLERY, OR AVIATION ATTACK	**IN CASE OF A ROCKET ATTACK** – **QUICK SHELTER SEARCH** – If possible, **run to the nearest shelter** (underground or in a solid building). – **HIDING** – If you do not have access to a shelter, look for a protected place, preferably without metal fittings (metal fittings or windows can become dangerous). Stay on the ground and protect your head. – **SAFETY DISTANCE** – If you are near an area targeted by rockets, evacuate the area immediately, but do not approach rocket debris or struck objects, as they may contain explosives or toxic gases.
	IN CASE OF AN ARTILLERY ATTACK

	– **HIDE UNDER A SOLID STRUCTURE** – Take shelter as quickly as possible in a basement, behind a thick wall, or under a large table that can protect you from falling debris. – **PROTECT YOUR HEAD AND NECK** – Use a solid object to protect your head from shrapnel. If you do not have access to a hard object, sit down and cover your head with your arms. – **AVOID THE IMPACT AREA** – After an artillery attack, remain in shelter until the immediate dangers of secondary explosions are removed.
	SIGNS OF ARTILLERY USE **SOUND** – launch sound ("whistling" or distant booming). – short pause. – repeated explosions. – approaching noise. – impact over a wide area.
	IN CASE OF AN AIR ATTACK – **RUN IMMEDIATELY TO A SHELTER** – If you hear fighter jets, take shelter quickly in buildings with thick walls or in basements. – **FINDING NEARBY SHELTER** – If you are in an open area, **look for an underground place** or a protected area, such as behind large structures. – **Indoors –** lie on the floor, head toward the wall, mouth slightly open (reduces pressure), hands over your head. – **Outdoors -** crouch with your back to the explosion, behind an obstacle, as low as possible, do not run after it starts. **SIGNS OF AN AIR ATTACK** – airplane noise; – loud whistling while descending; – single, extremely violent impact; – large shock wave.
PROTECTION AFTER IMPACT	**DAMAGE ASSESSMENT** – **CHECK YOUR PHYSICAL INTEGRITY** – After an attack, make sure you have not suffered injuries. If you are injured, seek medical help. – **AVOID DANGEROUS DEBRIS** – If rockets or shells have not exploded, do not approach them. It can be dangerous, and they may still contain active ammunition.
FIRE MANAGEMENT	– **EXTINGUISH THE FIRE** – If you are in a building with a fire, use a blanket or a fire extinguisher to put it out. – If the fire cannot be extinguished, **EVACUATE THE BUILDING IMMEDIATELY**. – **Do not use water if there are fallen electrical cables** and do not touch them
COOPERATING WITH AUTHORITIES AND STARTING EVACUATION	– Follow the instructions of local authorities to find out what is happening in your area and how to act. – In the event of a rocket, artillery, or aviation attack, authorities may issue **evacuation** orders or provide **safe routes** for movement.
	EVACUATION PLANNING – **RAPID EVACUATION** – Try to leave the affected area as quickly as possible and head to a safe place. – **SAFE EVACUATION ROUTES** – Know the evacuation routes to avoid dangerous roads or areas with major risks.
LONG-TERM SURVIVAL MEASURES	– After a major attack, try to find **sources of medical help** for the injuries sustained. – Make sure you have **enough resources** to survive in the long term, such as water, food, and medicine. – Look for a safe place to take refuge and receive support from the community. – Give yourself time to process the trauma and seek help from professionals to cope with post-traumatic stress.



WORKSHEET – PRACTICAL ACTIVITY
SURVIVAL UNDER ROCKET, ARTILLERY AND AVIATION ATTACKS
APPLICATIVE EXERCISE + SIMULATION + MAP WORK

PARTICIPANTS – professionals .
PURPOSE – Training the capacity of instructors to quickly recognize the type of attack, react correctly in the first seconds, and plan evacuation under bombardment conditions.
OBJECTIVES – At the end of the exercise, instructors will be able to:

- **Recognize the type of weapon used in the attack** – artillery, rocket, aerial bombardment) and distinguish the phases of the attack: warning, impact, and secondary effects.
- **Quickly identify safe and dangerous areas** in an urban environment, applying the principles of protection and minimizing exposure.
- **Correctly apply immediate reaction procedures** upon hearing the alarm siren, including lowering the body profile, short movement, and effective sheltering.
- **Plan a safe and realistic evacuation route**, taking into account obstacles, lethal zones, and alternatives in case conditions change.
- **Explain and demonstrate to trainees the correct behaviors and measures**, arguing why certain actions increase the chances of survival and protection.
- **Managing stress and panic** – identify people's normal reactions to an attack and guide the group in making quick and safe decisions.

STAGE 1 – WEAPON TYPE RECOGNITION EXERCISE – AUDIO SIMULATION and GUIDED DISCUSSION

- *Developing the ability to quickly recognize the type of attack based on sound cues, in order to choose the correct reaction in the first seconds, when decision time is critical.*
- ***The weapon type is not announced before playback**. The exercise is built on **intuitive reaction and subsequent analysis**, not on memorization.*

NECESSARY MATERIALS

- Laptop / phone / portable speaker.
- 3–4 audio files – 10–15 seconds each:
  - artillery fire – launch + impact.
  - aerial bomb.
  - rocket – long-range artillery strike.
  - small-caliber infantry ammunition for contrast.
- Flipchart and markers
- **STEP 1 – Open the training session** – *"In the first seconds of an attack, we don't have time to analyze maps or ask for explanations. The body reacts before reason. Today we work on exactly this short window – what we recognize is happening, what we decide to do, and why we make that decision."*
- **STEP 2 – AUDIO SIMULATION – Play the audio files one by one**. Ask participants not to comment while the sounds are playing. After each sound, a short pause of 10–15 seconds is recommended.
- **After each sound, ask questions and use the flipchart as an analysis tool for reactions**, noting answers and instinctive reactions.
  - *What did you hear?*
  - *What type of weapon do you think it is?*
  - *What do you do in the first 5–10 seconds?*

L

SOUND LIST – INTERPRETATION – EXPECTED REACTION

	WHAT PARTICIPANTS SAY	ACCEPTABLE INTERPRETATION	EXPECTED REACTION	*COMMON MISTAKE*
AUTOMATIC WEAPON / INFANTRY FIRE – short, repeated pops; – irregular bursts; – echo between buildings ("tac-tac-tac").	– "gunshots" – "machine gun". – "shooting nearby".	– light weapon fire (AK / automatic weapon); – short–medium distance; – directional danger.	– immediate drop; – press against wall / solid obstacle; – short movement out of the line of fire; – NO looking, NO running, NO filming.	– *trying to "visually locate the shooter".*
ARTILLERY (SHELL / INDIRECT FIRE) – whistling / hissing before impact; – strong, round explosion; – prolonged echo	– "bomb" – "something fell" – "came from the air"	– artillery or mortar; – wide affected area; – secondary shrapnel.	– rapid descent; – taking cover behind a massive object; – protecting the head; – staying on the ground for a few seconds after impact.	– *getting up immediately after the first explosion (fără a aștepta efectele secundare).*
AIR BOMBARDMENT – aircraft noise (sometimes faint); – brief silence; – very powerful explosion, high pressure.	– "plane" – "big bomb" – "shook everything"	– aerial bomb; – major blast effect; – high risk of collapse.	– descent; – shelter in basement / massive structure; – distance from windows and exterior walls; – staying in shelter.	– *taking cover near windows "to see what's happening".*
ROCKET / MULTIPLE LAUNCH ROCKET SYSTEM (MLRS) – rumbling / long roar; – successive explosions; – series of impacts.	– "rockets" – "multiple hits" – "getting closer"	– salvo hits; – wide affected area; – repetitiveness.	– immediate descent; – solid shelter; – do not go out after the first explosion; – maintaining position until the end of the salvo.	– *moving between explosions ("seems like it's over").*
DRONE (FPV / RECONNAISSANCE) – constant buzzing; – mechanical "mosquito" sound; – sometimes disappears and reappears.	– "drone" – "something small" – "heard overhead"	– observation or imminent attack; – precision danger.	– stop moving; – hide under real cover; – no phones in sight; – do not look up.	– *visually tracking the drone.*

You don't need to identify the weapon to survive.
Trebuie să aplici reacția corectă.

Table projected on screen

- **STEP 3 – GUIDED DISCUSSION / ANALYSIS**
- **The following questions are asked:**
    1. *"Why is it dangerous to try to visually identify the source of the sound?"*
    2. *"What common mistake appears in initial reactions?"*
    3. *"What should your trainees understand, not memorize?"*

  GUIDELINE ANSWERS
    1. *Because exposure lasts longer than analysis, and the lethal effect occurs before the information becomes useful.*
    2. *The tendency to run a long distance or look toward the sound, increasing exposure.*
    3. *That the correct reaction is automatic, simple, and repeatable: get down, brief assessment, shelter.*
- **Note on the flipchart** →
- **The exercise concludes –** *"Your trainees don't need to know what type of rocket is falling.* ***They need to know what to do immediately****. Your role is to turn sound into reflex, not panic. Aerial bombardment offers the shortest reaction time. Artillery creates a prolonged and unpredictable danger. Secondary effects (shrapnel, collapses) are just as dangerous as the impact."*
- **Circle *column 3 – EXPECTED REACTION –*** *"No matter what you've heard or what you thought it was, here we must change things."*



Using a flipchart

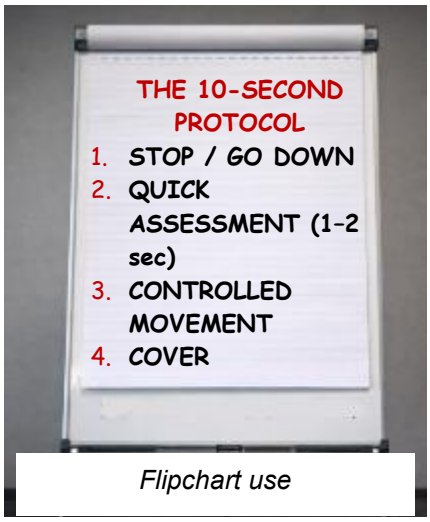
STEP 2 – *"WHAT DO I DO IN THE FIRST 10 SECONDS AFTER HEARING THE SIREN?"* – APPLIED EXERCISE – SIMULATION – GUIDED DISCUSSION – *formation of a simple and repeatable immediate reaction protocol to an alarm, applicable regardless of the attack type and passed on to trainees as a survival reflex.*

- **The working session opens and the rules are explained –** *"This exercise simulates a real situation. We do not rush, we do not run, we do not play. We train the mind to lead the body."*
- **STEP 1 – ACTIVATING THE SIMULATION – The exercise scenario is delivered –** *"Imagine you are in an urban space. You do not know what type of attack is coming and you hear the siren."*
- **The siren is turned on**.
- **STEP 2 – SPONTANEOUS REACTION – Participants instinctively do what they think is right.**
- **Observe without intervening and note down**:
    - *who stops;*
    - *who moves chaotically;*
    - *who looks for visual information;*
    - *who goes down / seeks shelter.*
- **STEP 4 – GUIDED DISCUSSION – BEHAVIOUR ANALYSIS. Stop the exercise and ask:**
    - ***"What did you do in the first moment?"***

      INDICATIVE ANSWERS
        - *I stopped;*
        - *I looked around;*
        - *I wanted to leave;*
        - *I looked for a wall;*
        - *I didn't know where to go.*
    - **Emphasise** that the reactions are normal, but not all of them are safe.
    - ***Ask the question – "What information were you missing?"***

      INDICATIVE ANSWER – certainty about the type of attack / direction / duration.
    - **Emphasise** that in reality we do not have this information, so the reaction must work without it.

- **STEP 5 – INTRODUCING THE *"10 SECONDS"* PROTOCOL**
  - ***Write* on the flipchart and explain the four actions using examples. →**
    1. **STOP / GO DOWN**
       - *stop moving;*
       - *lower your centre of gravity;*
       - *you reduce visibility and exposure.*
       - *DO NOT run, DO NOT look at the sky, DO NOT film.*
    2. **ASSESSMENT (1–2 seconds)**
       - *where is the nearest solid element?*
       - *which direction reduces exposure?*
    3. **CONTROLLED MOVEMENT**
       - *short movement;*
       - *along walls;*
       - *NO unnecessary crossings.*
    4. **COVER**
       - *concrete, basement, massive structure;*
       - *NO windows, NO thin doors.*



Flipchart use

- **STEP 6 – RESUMING THE EXERCISE –** The siren sound is repeated and participants are asked to apply, **consciously and controlled, the protocol *10 SECONDS***.
- **STEP 7 –** The following **CONSOLIDATION QUESTIONS** are addressed.

  "Why don't we run?"

  INDICATIVE ANSWER – *Running increases exposure, noise, and predictability of movement.*

  "Why does getting down save lives?"

  INDICATIVE ANSWER – *It reduces the chances of being hit by shrapnel, shock waves, or being observed.*

  "What message must I convey to my trainees?"

  INDICATIVE ANSWER – *"You don't need to know what falls. You need to know what you do."*
  - **It is concluded –** *"The first 10 seconds decide whether you have time or not to react further. As instructors, your responsibility is to turn panic into procedure."*

STAGE 3 – MAP WORK – PLANNING THE EVACUATION ROUTE – TEAMWORK, SIMPLIFIED ANALYSIS, AND GUIDED DISCUSSION

- **The training session scenario is explained on a projected image / working map** – *"Imagine the siren has sounded and the attack is underway. We don't know what type of weapons the adversary is using, but we must evacuate the area. Our goal is to reach in maximum **5 – 7 minutes** from point A to point B, with minimal exposure. After this time, the area is considered unsafe."*
- **The imposed constraints are emphasized:**
  - *Deplasarea* se va face *pe jos;*
  - *time is limited;*
  - *possible side effects* **–** *shrapnel, collapsed buildings, drones).*
- **Participants are divided into small groups – 4-5 people. The maps / sketches of the area are handed out and the work tasks are outlined. Each group must:**

  Identify on the map / sketch:
  - *open areas;*
  - *intersections;*
  - *buildings with multiple windows;*
  - *possible shelters.*

  Trace:
  - *main route (solid line);*
  - *reserve route (dotted line).*

  Mark:
  - *stopping points;*
  - *cover points;*
  - *mandatory crossing zones.*

  Each group explains:
  - *why it chose the route;*
  - *where it would stop if fire broke out;*
  - *what it would change if a building collapsed.*



- **Write on the flipchart the BASIC RULES for evacuation planning →**
  ***"There is no single 'correct' route**, but logically **argued routes**, decisions based on **reducing exposure and** the ability to **adapt quickly to change**."*
- **Work in groups.**

EVACUATION PLAN from point A to point B

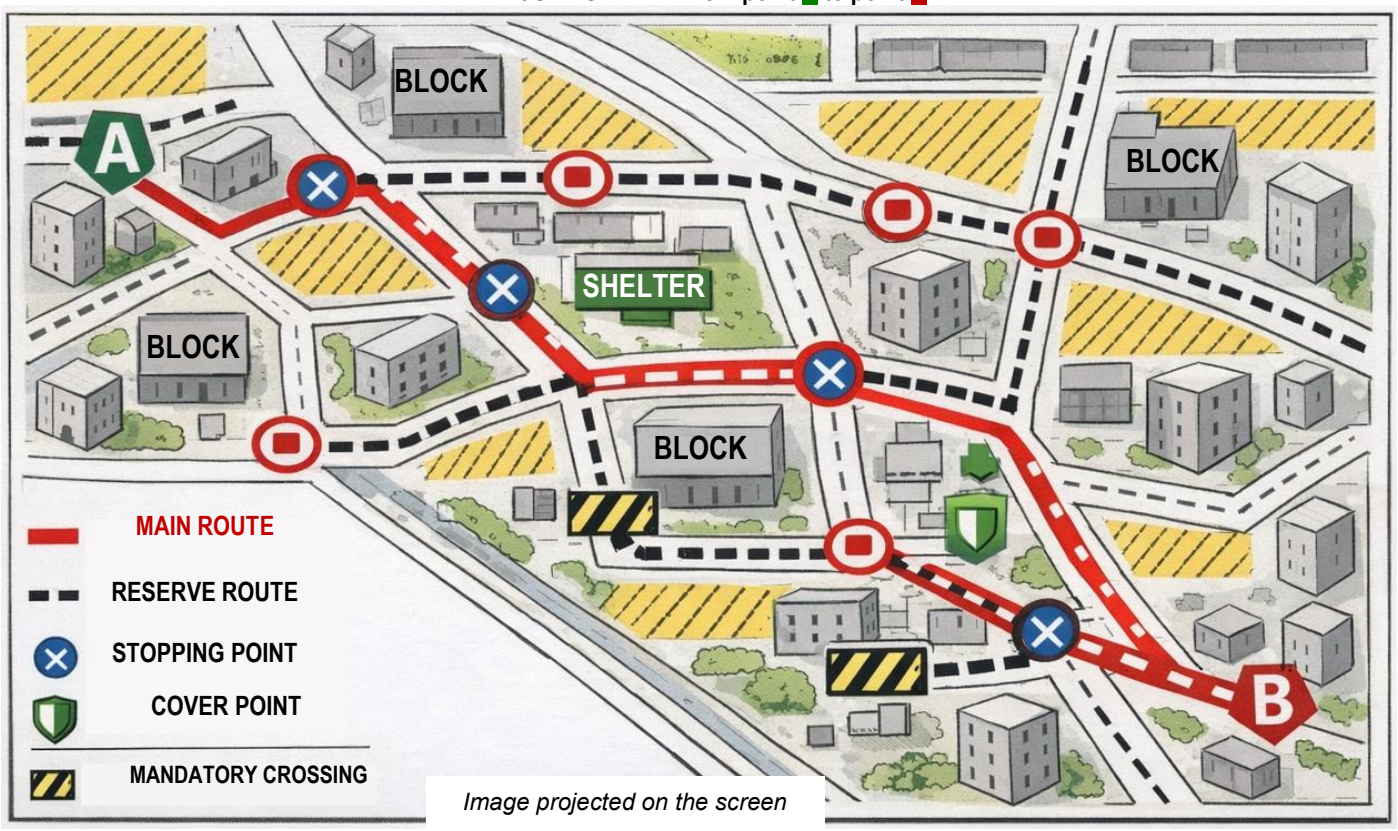


Image projected on the screen

- **Professionals present their arguments in solving tasks and answer the questions addressed.**

QUESTIONS / TASKS	SUGGESTED ANSWER – ARGUMENTS	OBJECTIVES PURSUED
"Why did you choose these routes for movement?"	*I chose this route because I mainly followed **building alignments**, reducing exposure in open areas.* ***The route avoids the middle of the street and major intersections,** which are points with increased risk of direct fire, ricochet, and observation.* ***I preferred secondary streets,** with frequent opportunities for **stopping and cover**, and I included a **reserve route** in case the main route becomes impassable.*	– thinking based on **reducing exposure**, not speed; – understanding the difference between **safe movement vs. rapid movement**; – existence of an **alternative** (Plan B).
"Where would you stop if fire appears?"	I would stop at the **nearest point of real cover**, not concealment – the corner of a solid building, a concrete wall, a basement entrance. **I would not continue moving in a straight line** and I would not stop in open areas or near cars. The priority is **stopping exposure**, not immediately reaching the destination.	– stopping is not done *"wherever you can,"* but **where the bullet stops**; – the correct reaction is – **I stop – I assess – then I decide**, not run; – windows, thin doors, fences are NOT valid points.
"What would you change if a building collapses?"	I would immediately remove that area from the route, because a collapse produces **dangerous secondary effects** – shrapnel, dust clouds, structural instability, possible fires. **I would activate the reserve route,** even if it is longer, and I would avoid areas adjacent to the collapsed building, where there is a risk of chain collapse. If there is no safe alternative, I would prioritize **temporary shelter** over continuing movement.	– understanding the concept of **secondary effect of an attack**; – the ability to give up the initial objective for **safety**; – use of flexible planning.

- **The FREQUENT MISTAKES are presented**, they are noted on the flipchart and the need to correct them during the training period is emphasized. →
- **The training session concludes –** *"Surviving missile, artillery, and aviation attacks is not a matter of luck, but of time, discipline, and correct reaction. What happens in the first seconds makes the difference between life and death.*

  Evacuation is not a run from point A to point B. It is controlled, staged movement under cover. You, as instructors, must know that you will lead through questions, not commands, and your professional must learn principles, not memorize lists and diagrams.".



Flipchart use

2.7. SURVIVAL UNDER CONDITIONS OF ATTACKS WITH ROCKETS AND NUCLEAR WARHEAD BOMBS

2.7.1. SPECIFIC INFORMATION TRANSMITTED

Attacks with nuclear warheads represent one of the most extreme forms of danger, combining devastating immediate effects with medium- and long-term risks. The destructive factors and effects of the nuclear weapon can affect the civilian population even at a distance from the impact zone. Survival depends on rapid reaction, choosing the right shelter, avoiding exposure to radioactive dust, sealing the space, and following strict protection procedures.

Professionals will learn to teach trainees how to reduce initial exposure and how to protect themselves after the explosion. This subsection provides the necessary framework for understanding nuclear risks, applying the measures needed to maximize survival chances, reducing radiation exposure, and limiting long-term health effects.

In the face of a nuclear attack, protect yourself immediately in safe shelters, avoid radiation exposure, and stay informed to make the right decisions.
IF IT IS USED, ACT QUICKLY, CALMLY!

THE ACTION OF THE NUCLEAR EXPLOSION ON UNPROTECTED PERSONNEL

In the first seconds, unprotected personnel will be subjected to the combined effects of the explosion, resulting in:

- **Temporary eye conditions or permanent blindness;**
- **Burns** – from **thermal radiation comprising light emission, fireball, and heat radiation + fires**;
- **Wounds and trauma** - from the **explosion** and from the **shock wave**;
- **Radiation sickness** – as a result of **radiation emission and radioactive contamination;**
- **Trauma**, caused by collapsing buildings, ballistic debris;
- **Widespread communication and/or power issues** – **from the electromagnetic pulse – the electromagnetic phenomenon.**



TYPES OF NUCLEAR RADIATION

- At the moment of a low-altitude aerial nuclear weapon explosion, part of the emitted neutron radiation is captured by elements on the earth's surface, making them radioactive;
- The effects of radiation manifest within a radius of approx. 1500 m from the epicenter;
- Neutron particles penetrate the soil to a depth of 45 cm – with the highest radiation level in the first 10 cm of soil;

1. **ALPHA PARTICLES** (α) – harmful if internalized;

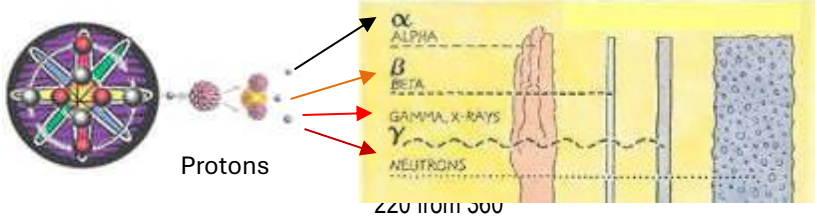
- They are non-penetrating;
- They can only penetrate the outer layer of the skin (epidermis);
- Their path in air is 3-4 cm;
- They can be shielded by a sheet of paper;
- They pose a severe risk if inhaled or ingested.

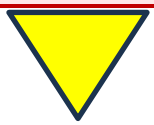
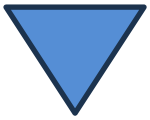
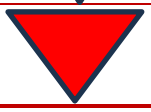
2. **BETA** (β) - can cause skin burns; harmful if internalized;

- Their range is a few meters in air;
- They can be shielded by plastic, thin aluminum foil;
- They pose a moderate risk for internal and external irradiation;
- They pose a severe risk if inhaled or ingested.

3. **GAMMA** (γ) - destroys living cells; harmful when exposed;

- Electromagnetic radiation of high energies or photons emitted from the nucleus of an atom;
- They are penetrating, capable of completely crossing the body;
- They can be shielded by materials such as concrete;
- They pose a significant radiological risk for internal and external irradiation.
- **NEUTRON** - emitted only during detonation, but 20 times more harmful than gamma.



WARNING SIGNS		
	**CHEMICAL** **-** yellow background, written in red – The name of the chemical agent (if known), date and time of detection	
	**BIOLOGICAL** **-** blue background, written in red –The name of the chemical agent (if known), date and time of detection.	
	**RADIOLOGICAL / NUCLEAR** **-** white background, written in black/red – Radiation dose, date and time of the outbreak.	
	**UNEXPLODED DEVICE** **-** red background, written in white – Type of device and date of finding, marking area.	
	**UNEXPLODED MINES** **-** red background, written in white – date of finding, marking area.	

- Marking signs for areas/zones contaminated chemically, biologically, or radioactively are placed on all probable routes to them, depending on the terrain, at least 20-50 meters from the limit of these zones;
- For areas/zones suspected of being contaminated or contaminated with Industrial Toxic Substances, the limits of the exclusion or isolation zone are marked;
- Marking of radiologically contaminated areas/zones generally indicates the presence of danger;
- WARNING! - The signs are moved/repositioned, and the inscriptions are updated periodically, depending on the decrease in the level of chemical, biological, or radiological contamination.

UNDERSTANDING NUCLEAR WEAPON ATTACKS **THE NUCLEAR WEAPON** is the most powerful weapon of mass destruction, capable of causing, in a short time, heavy losses to forces and the population, destroying materiel and materials, defensive works, military and economic objectives, creating large radioactively contaminated areas, and exerting a strong psychological effect on personnel.	**WHAT ARE NUCLEAR-ARMED ROCKETS AND BOMBS?**	
	– **Nuclear-armed rockets -** are projectiles launched from the air, ground, or water, having a variable range. – Rocket attacks can target key infrastructure or defense areas. – **Nuclear bombs -** are weapons of mass destruction that use nuclear reactions to cause a devastating explosion, followed by radiation and a long-term impact on the environment.	
	DESTRUCTIVE FACTORS AND EFFECTS OF THE NUCLEAR WEAPON	
	LIGHT EMISSION	– Effect of thermal radiation, but not associated with it;
	FIREBALL	– The sphere/cloud of generated hot gases; – It causes the emission of strong thermal radiation;
	THERMAL RADIATION	– Produces the most casualties; – A very large amount of caloric radiation is released in a short time; – severe skin burns; – fires over extended surfaces; – ignition of combustible materials.
	SHOCK WAVE	– The generated pressure wave; – It moves radially from the epicenter; – Part of it is in the form of a strong surface wind, and part is the shock wave; – Destruction of buildings and infrastructure; – Collapses, trauma, internal injuries.
	ELECTROMAGNETIC PULSE	– Atmospheric ionization – changing electrical conductivity characteristics with a direct effect on the operation of communications and radar systems; – Destruction or blocking of electronic equipment; – Interruption of communications and electrical systems.
	RADIATION EMISSION / INITIAL NUCLEAR RADIATION	– Neutrons; – Gamma radiation; – Repeated exposure to radiation doses has a cumulative effect; – Immediate damage to cells; – Acute radiation sickness; – Weakening of the immune system.

	RADIOACTIVE FALLOUT	– Radioactive dust falls back to the ground – a source of residual radiation. – Contamination of soil, water, and food; – Increased risk of cancer and genetic disorders.
PROTECTION AGAINST THE COMBINED EFFECTS OF A NUCLEAR WEAPON – The self-protection time in the event of a nuclear explosion is a maximum of 2 seconds.		
PROTECTION	– **Bunkers** and **buried shelters** can provide excellent protection against the effects of a nuclear explosion; – **For every 400 mm dug in depth, nuclear radiation is reduced by a radioactive protection factor of 2;** – **Simply covering an individual shelter with a material that reflects light emission can block thermal radiation by up to 50%;** – **During the day, sunglasses do not provide the necessary eye protection;** – **Daytime vision returns after approximately 2 minutes;** – **Night vision returns after approximately 10 minutes;** – **Gas masks provide low face protection and cannot ensure eye protection.**	

ACTION PLAN FOR THE FIRST 5 MINUTES IN A NUCLEAR ATTACK / NUCLEAR EXPLOSION	
– **In all situations** when you observe the light flash of a nuclear weapon or upon the signal **"EXPLOZIE NUCLEARA DIN DIRECŢIA..."** (the landmark will be indicated), without delay, **proceed as follows:**	
If there is a tree trunk, a thick tree, or a large rock nearby.	– Lie down with your head near its base, so that your body is within the shadow cone that will appear during the light emission; – Protect your head and neck – Use a coat or a thick blanket to protect yourself from shrapnel.
If there are isolated logs nearby.	– Protect your body by sheltering along their length, and if there are piles of logs, shelter at their ends;
If you are near a vehicle.	– Lie down on the side opposite the explosion, face down (hands protecting your face).
If you are in open terrain.	– Look for a depression/hole and curl up – Lie flat on the ground with your body bent, face down and feet pointing toward the explosion, and protect your face with your hands! – Use the terrain (small unevenness, folds, or mounds) and protect as much of your body surface as possible, so that your body is below ground level;
If you are moving on a road	– Lie down in the ditch or next to a milestone, orienting your body so that it can be protected against the flash;
If you are on a street with a curb or near a railway embankment,	– Use the side opposite the explosion, so that the curb (embankment) protects your entire body;
If you are in a car	– Stop the vehicle; – Engage the emergency brake, close your eyes and bend down below the windshield, face down, and protect your face with your hands.
If you are at home	– Close the doors and windows – **After the shockwave,** move away from the windows and try to reach the basement/cellar. – **If you have been exposed to radiation, do not touch radioactive parts** (debris or dust). Go to a clean area, as far as possible from the contaminated zone. – If you can, use materials such as **thick clothes or protective masks** to reduce radiation exposure. – **Stay in shelter as long as possible -** Staying indoors for at least 24-48 hours can significantly reduce exposure to dangerous radiation.

GENERAL RULES

USING THE PROTECTIVE PROPERTIES OF THE TERRAIN, of buildings, shelters, and other elements existing in the area.	
Using the most appropriate methods of **CROSSING CONTAMINATED AREAS (ZONES)** and areas with destruction.	- Chemically and biologically contaminated areas are usually bypassed; - When bypassing is not possible, crossing them is done on the shortest routes, using means of transport. - Crossing after high radiation levels have decreased is done only when bypassing them would take a long time.
IMPLEMENTING SPECIAL SANITARY-HYGIENIC AND PROPHYLACTIC MEASURES.	- Strictly observing the rules of personal hygiene and the use of food and drinking water; - Decontamination; - Maintaining proper sanitary conditions; - Isolation, evacuation, and quarantine of the sick.

ACTION AFTER A NUCLEAR ATTACK

INITIAL RADIOACTIVE DECONTAMINATION

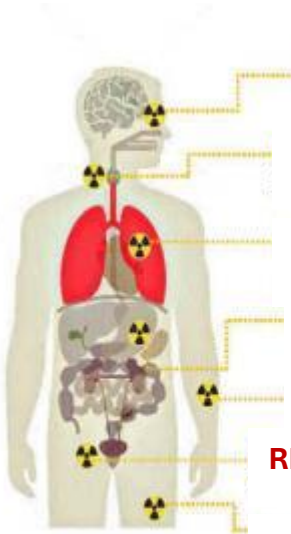
- ✓ **Face the direction from which the wind is blowing;**
- ✓ **Change your clothes -** If you have been outside, remove contaminated clothing and take it to a safe area.
- ✓ **Clean yourself of radiation** - Use water and soap to remove radioactive dust from your skin and hair.
- ✓ **Store food** in a sealed place, away from radioactive contamination.

SURVIVAL AND RECOVERY

- ✓ **Urgent wound care -** If you have been injured by shrapnel or an explosion, stop the bleeding and seek medical help.
- ✓ **Radiation exposure treatment -** Use radiation medication (potassium iodide to protect the thyroid gland).
- ✓ **Medical evacuation –** Seek a place for medical care (shelter hospital) if you have been exposed to radiation.
- ✓ **Health monitoring -** Follow prescribed treatments to prevent radiation-induced diseases.
- ✓ **Access to resources -** If you cannot leave the contaminated area, you need a plan to stay in shelter and access essential supplies.
- ✓ **Psychological support -** Seek a support group to cope with shock and post-traumatic stress.

HOW RADIATION WORKS – RADIATION SICKNESS

- ✓ Caused by radiation that destroys cells in the body at a rate the body cannot overcome;
- ✓ Radiation sickness is not contagious;
- ✓ **Early symptoms** are nausea, vomiting, loss of appetite, and a feeling of illness;
- ✓ **Later symptoms -** severe loss of body fluids, internal bleeding, and diarrhea.



EYES - high doses can cause cataracts

THYROID GLAND - accumulation of radioactive iodine poses a cancer risk

LUNGS - risk of malignancy

STOMACH - risk of gastric cancer

SKIN - lesions, burns

REPRODUCTIVE ORGANS - sterility

BONE MARROW - leukemia



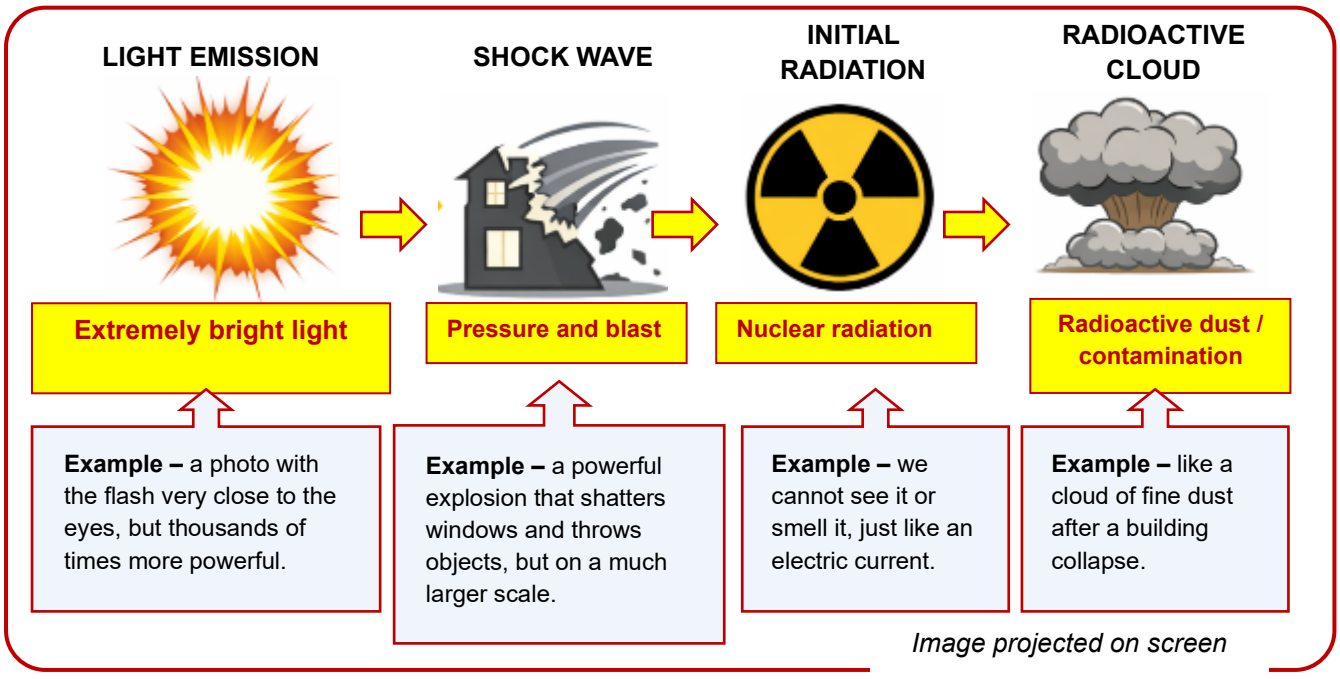
7

WORKSHEET – PRACTICAL SESSION
SURVIVAL UNDER NUCLEAR ATTACK CONDITIONS (BOMBS + MISSILES)
GUIDED DISCUSSION, EXPLANATION, APPLIED EXERCISES

PARTICIPANTS – Professionals.
PURPOSE – Developing the capacity of instructors to correctly apply and transmit reaction and protection measures in the event of a nuclear attack.
.**OBJECTIVES –** At the end of the exercise, instructors will be able to:

- understand the effects of a nuclear attack on unprotected personnel;
- recognize warning signs and types of nuclear radiation;
- correctly apply immediate and subsequent protection measures following a nuclear attack;
- correctly pass this information on to professional, in their role as instructors.

– **The working session opens with an explanation, using simple examples, of a nuclear detonation and the effects that occur in succession – „***A nuclear attack is an extremely violent event that produces* ***several dangerous effects in rapid succession****, not a single hazard. To understand how we can survive, it is essential to know* ***what happens and in what order****."*



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WHAT YOU SEE	WHAT YOU DON'T SEE
– **Bright light**	– **Radiation**
– **Fire / fires**	– **Radiation dose**
– **Dust in the air**	– **Invisible contamination**
The greatest danger is often the one we cannot see!	

– **The DIFFERENCE BETWEEN RADIATION AND CONTAMINATION is explained, emphasizing that „*** ***radiation*** *passes through the body (it does not stay on us), while* ***contamination*** *means that radioactive particles settle on clothes, skin, and objects. Radiation is like* ***the heat from a fire*** *– it affects you while you are near it, while contamination is like* ***ash*** *– it stays on you and must be removed. That is why* ***the first minutes are decisive****. We do not need special equipment to do the basic things correctly. We need quick reaction, simple movements, and adherence to clear rules. This practical session is meant to help you* ***react correctly*** *as professionals , to be able to* ***explain these things simply and clearly to other people****, so that they can survive."*

EXERCISE 1 – "THE FIRST 30 SECONDS AFTER DETONATION"

– **It will be described and demonstrated verbally and physically what a person outdoors must do in the first 30 seconds after observing a nuclear explosion.**
– **It is required to:**
  - List the correct actions in their order.
  - Mention which actions are forbidden.
  - Justify each action.

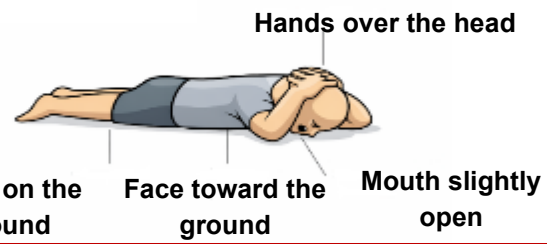
SUGGESTED ANSWERS:

1. Immediate turn with the back to the source;
2. Protection of the eyes and face;
3. Throwing oneself to the ground, preferably in a low area;

4. Avoiding windows and reflective surfaces;
5. Maintaining the position until the shock wave passes.

- Corrections are made, common mistakes are explained and the actions are correlated with the types of nuclear effects.
- **The CORRECT PROTECTION POSITION is presented, which** *reduces the effect of the shock wave and of fragments.*

Image projected on screen



- **The formation of the radioactive cloud and the deposition of radioactive dust are explained**

"A nuclear explosion produces enormous energy, destroys objects and lifts pulverized materials into the air. Think of a large fire that lifts smoke and ash into the air.
Dust, ash and radioactive particles rise in the form of a mushroom-shaped cloud. This cloud is extremely dangerous, even if we do not see or feel it.
The radioactive cloud moves in the direction and speed of the wind, contaminating areas located at a distance from the explosion site. It is like the smoke from a grill or fire that spreads with the wind. Heavy particles settle on the ground, clothes, vegetation and objects. Direct contact increases the radiation dose. Therefore, we must avoid contact with dust and quickly decontaminate affected surfaces."

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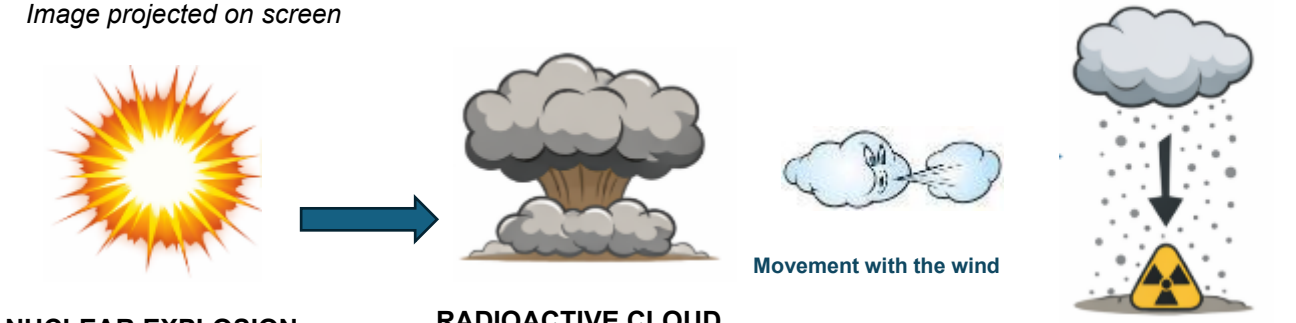


The danger moves. It does not remain only at the explosion site.

EXERCISE 2 – CONTAMINATION AND DECONTAMINATION – APPLICATIVE EXERCISE AND CASE STUDY

- **A brief scenario is presented and tasks are outlined – „***After a nuclear attack, a person reaches a relatively protected space, with radioactive dust on their clothes and skin.*
- *You must develop an immediate action plan to reduce contamination."*
- **The following guiding questions are asked:**
  - *What do you do first?*
  - *What items must be removed?*
  - *What mistakes must be avoided?*

GUIDING ANSWERS

- *removing contaminated clothing without shaking it;*
- *isolating clothing in plastic bags or improvised containers;*
- *washing skin with water and soap, without aggressive scrubbing;*
- *avoiding fabric softener, oils, or creams;*
- *protecting the airways.*

Reducing external contamination significantly lowers the absorbed radiation dose.

- **The session is concluded and closed – „***Survival in a nuclear attack depends more on the correct reaction in the first minutes than on available resources. Knowledge, discipline, and calm are key elements that an instructor must pass on."*



Image projected on screen

2.8. MODE OF ACTION AND SURVIVAL TECHNIQUES IN HYBRID WARFARE

2.8.1. SPECIFIC INFORMATION PROVIDED

- ✓ **Knowing the mode of action and survival techniques in HYBRID WARFARE is essential,** because this type of complex conflict combines military, cyber, and economic attacks with disinformation campaigns.
- ✓ **Identifying propaganda and fake news,** protecting personal data, and maintaining vigilance against infiltration and sabotage are crucial for civilian safety.
- ✓ Also, **developing community resilience,** preparing for power outages, cyberattacks and economic instability can reduce vulnerabilities to these complex threats.

WHAT IS HYBRID WARFARE?	**HYBRID WARFARE** refers to the simultaneous use of different types of warfare and attacks, including conventional conflicts, guerrilla tactics, cyberattacks, disinformation and psychological warfare, to **undermine, in the eyes of the population, the legitimacy and credibility of the government and political decision-makers.**
	Key elements:
	- **It emphasizes control or influence over populations,** ethnic groups/minorities in the aggressed state and, secondarily, control over armed forces;
	- The coordinated use, overtly or covertly, of a wide spectrum of actions, including **military and civilian, conventional and unconventional means,** in ambiguous actions against another state:
	  - **Attacks and sabotage on critical, essential infrastructure** – energy, banking, medical, transport, food etc.;
	  - **Cyberattacks** – by breaching the digital security of governments and critical infrastructures.
	  - **Information warfare** – propaganda, manipulation of public opinion, fake news.
	  - **Asymmetric attacks** – without clear fronts, using small groups of fighters.

IMPACT ON THE CIVILIAN POPULATION	- The centrality of relevant groups/populations to the nature of the conflict, **undermining the legitimacy and credibility of the government and political decision-makers.** - **Isolating key decision-makers, military or political, from relevant populations** and external supporters, both physically and psychologically. - At the same time, it seeks to **increase its own legitimacy and credibility,** to exercise authority over the same population. - **Opening an invisible front** – Hybrid attacks frequently target **public trust**, **the economy** and **society**. The effects are subtle but can be extremely destabilizing. - **Panic and confusion** – Information attacks and manipulation of public perceptions can create panic and destabilize social order. - **By attacking critical infrastructure, they leave civilians vulnerable to the lack of essential resources** (electricity, water, food).
RISK AWARENESS	- **Be critical of information sources** – In a hybrid conflict, **disinformation** is used to destabilize the population. Always verify information and listen to the authorities. - **Protect** your **data and communications** – Make sure you have cybersecurity measures in place (updated antivirus, complex passwords, data encryption). - **Avoid being in conflict zones** – If you are in an area where asymmetric attacks are occurring, **avoid combat zones and move to safe places**. - **Do not cooperate with aggressors,** do not get drawn into direct conflicts with irregular armed groups, be as discreet as possible and do not take part in conflicts. - **Hide in safe areas.**
PROTECTION AGAINST SABOTAGE AND ATTACKS ON INFRASTRUCTURE	- **Prepare an emergency kit** with resources to survive in case of power, water, or food supply disruption. - **Pay attention to authorities' warnings** regarding areas affected by attacks and sabotage. - If you live in an area with essential infrastructure destroyed, consider **quick evacuation to a safer place**. - **Avoid sharing unverified information** – Every piece of information you share can contribute to spreading panic and confusion.
HOW TO PROTECT YOURSELF?	- **Learn to recognize manipulation and propaganda techniques**, such as appealing to fear, disinformation, creating a *"common enemy."* - **Be objective, aware of the emotions that external messages can stir, l**earn to think critically and analyze information rationally. - **Prepare financial reserves,** in case of economic collapse or disruption of financial systems, keep a safe cash reserve. - **Diversify food and energy sources** – Have backup plans for food and water supply, as well as alternative energy sources (e.g., portable solar batteries, generators).

8

APPLIED EXERCISE FORM
SURVIVAL UNDER HYBRID WARFARE CONDITIONS
SIMULATION – APPLIED EXERCISE – CASE STUDY

PARTICIPANTS – professionals .
PURPOSE – Developing the capacity of instructors to understand, explain, and manage the specific risks of hybrid warfare and to prepare professional to react in an informed, calm, and responsible manner in the event of non-kinetic threats characteristic of hybrid warfare.
.**OBJECTIVES –** At the end of the exercise, instructors will be able to:

- Correctly define and explain the concept of hybrid warfare and distinguish it from classic armed conflict.
- Identify the main hybrid threats with a direct impact on the civilian population.
- Analyze the psychological, social, and informational effects of hybrid warfare on communities.
- Recognize the risks generated by disinformation, sabotage, and attacks on critical infrastructure.
- Propose and explain individual and community protection measures applicable to civilians.
- Convey this information in clear, accessible language adapted to professional.

PART I – SIMULATION – The exercise scenario is presented – *"In the last 72 hours, in a medium-sized city – approximately 200,000 inhabitants, with important infrastructure, strategic position, and economic role – repeated power outages have occurred. The water has been declared temporarily undrinkable, and several anonymous accounts on social media are urging the population to take to the streets. Also, the telecommunications infrastructure is unstable. There is no declared military attack."*

- **TASK 1 – IDENTIFYING HYBRID WARFARE is assigned, and the following question is asked:**

"Is this a conflict or not? What type of conflict is it?"

INDICATIVE SOLUTION:

- *Yes, it is hybrid warfare;*
- *The absence of bombings does NOT mean the absence of war;*
- *They are combined:*
  - *informational pressures;*
  - *attacks on infrastructure;*
  - *inducing panic;*
  - *exploiting civilian vulnerabilities.*

Hybrid warfare begins before the first shot is fired.

- **A PowerPoint slide is displayed on the screen to argue the essential differences between traditional and hybrid warfare.**

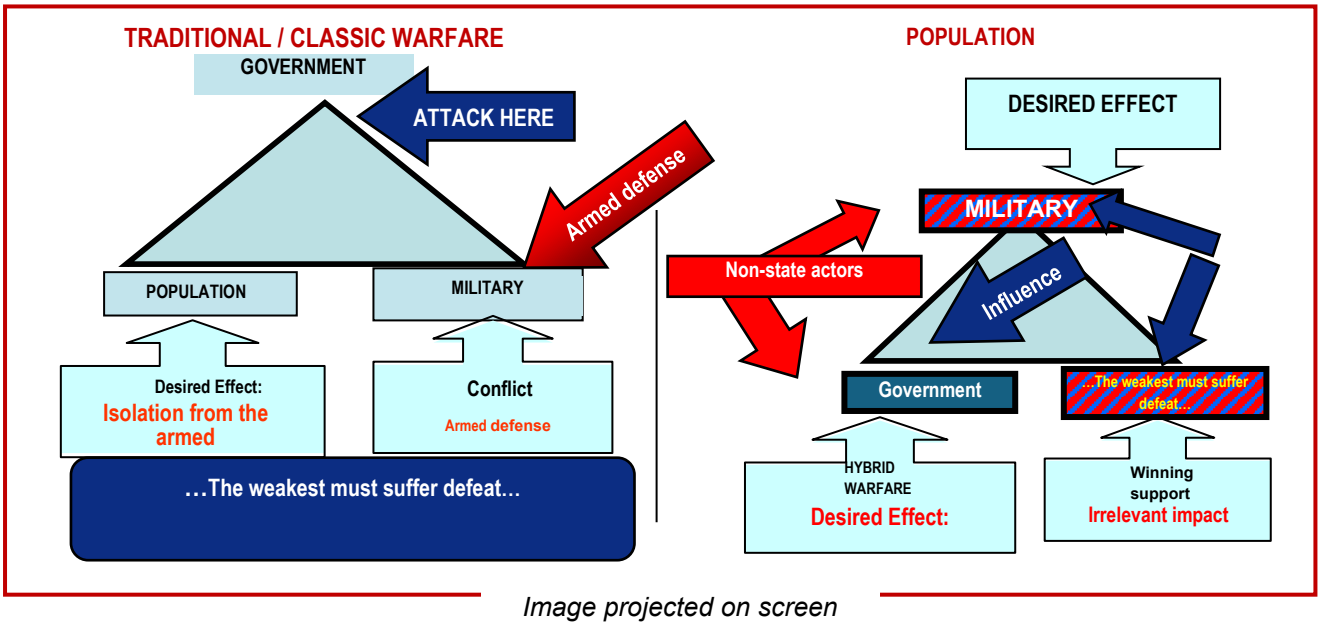


Image projected on screen



Image projected on screen

– **Two columns are drawn on the flipchart WHAT SEEMS and WHAT COULD BE, to demonstrate how to think, not what to believe** and preparation for the second part of the exercise – *"In hybrid warfare, reality is fragmented. Let's see what seems true and what is dangerous."*

HYBRID WARFARE – WHAT WE SEE and WHAT IS HAPPENING

WHAT SEEMS	WHAT COULD BE
– *"Just a power outage"*	– *Infrastructure sabotage*
– *"A viral message"*	– *Manipulation*
– *"Spontaneous protest"*	– *External influence*
– *"Fuel shortage"*	– *Psychological pressure*

PART II – APPLIED EXERCISE – GROUP WORK – ANALYSIS OF THE HYBRID SITUATION

Flipchart use

TASK 2 – IMPACT ON THE CIVILIAN POPULATION – *Each group identifies 3 direct effects on the civilian population.*

INDICATIVE ANSWERS:

- *psychological insecurity;*
- *panic and chaotic behaviors;*
- *lack of access to essential services;*
- *decreased trust in authorities;*
- *community fragmentation.*

TASK 3 – RISK AWARENESS – Possible question:

"What is the greatest risk for the civilian population?"

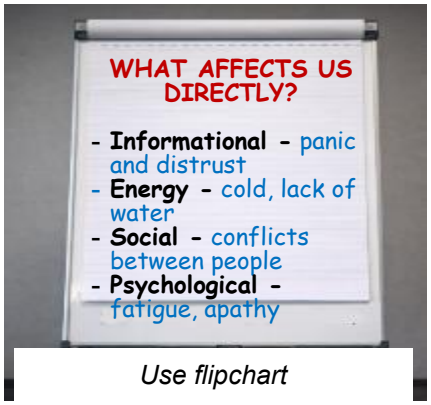
INDICATIVE ANSWER:

- *disinformation;*
- *emotional reactions;*
- *decisions made under the pressure of fear.*

– **A situation is presented** regarding the interruption of communications and online rumors, and participants are asked to identify **real risks**, not emotions.

– **Write on the flipchart** →

– *"Notice that no tank is on the street, but life is already affected. That is the essence of hybrid warfare."*



Use flipchart

PART III – PROTECTION AGAINST SABOTAGE AND ATTACKS ON CRITICAL INFRASTRUCTURE

TASK 4 – IDENTIFYING CRITICAL INFRASTRUCTURE

– **Ask the following question:**

"How do we characterize a medium-sized city and what is the critical infrastructure in such a city?"

INDICATIVE ANSWER:

***"A medium-sized city** is an urban locality that typically has between **50,000 and 200,000 inhabitants**, with developed urban infrastructure **–** residential neighborhoods, industrial areas, public institutions, transport networks, but which **does not have the absorption capacity and safety resilience of a large city or a metropolis**.*

*In crisis situations or armed conflict, medium-sized cities are **particularly vulnerable**, because they concentrate significant populations, critical infrastructure, and transit routes, without always benefiting from extensive protection, shelter, and evacuation systems."*

Examples of critical infrastructure in a medium-sized city:

- *electricity;*
- *water;*
- *telecommunications;*
- *transport;*
- *medical system.*

TASK 5 – APPROPRIATE BEHAVIOR FOR CIVILIANS

– **Ask the following question:**

"What should the population of this city NOT do?"

INDICATIVE ANSWERS:

- *do not spread rumors;*
- *do not post sensitive information;*
- *do not act impulsively;*
- *do not sabotage efforts to stabilize the situation.*

PART IV – CASE STUDY – DECISION AND BEHAVIOR.

– **The following situation is presented –** *"In several recent conflicts, power outages and false messages were used to:*

- *bring people out onto the streets;*
- *create chaos;*
- *to block the authorities' reaction;*
- *to identify informal community leaders."*

– **The following question is asked:**

"What was the main weapon?"

INDICATIVE ANSWER:

- *information;*
- *fear;*
- *confusion.*

– **A real case is presented – the war in Ukraine – and concrete decisions are requested:** ***"What does the population do? What does it NOT do?"***

– **And they write on the flipchart** ***REACTIONS THAT SAVE and REACTIONS THAT WORSEN,*** *emphasizing the importance of safe and dangerous reactions* →



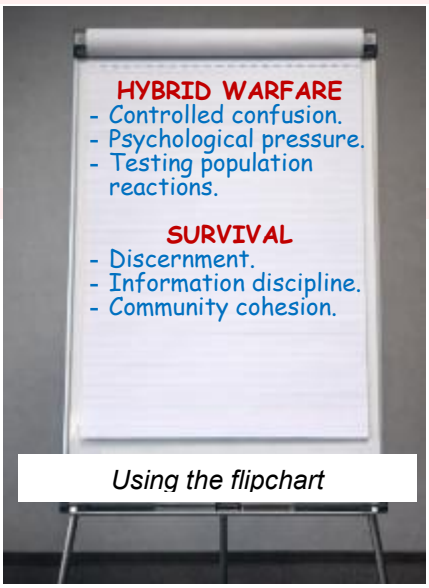
PART V – HOW TO PROTECT YOURSELF

TASK 6 – FORMULATING THE MESSAGE TO PROFESSIONALS –

- *They are asked to formulate 3 simple rules to be passed on to professional.*

MODEL ANSWER:

1. *Check the information from at least two official sources.*
2. *Do not share alarming messages.*
3. *Maintain routine and cooperation in the community.*



Using the flipchart

CONSOLIDATING INFORMATION

- **Write on the flipchart →**

In hybrid warfare, informed and calm people are the hardest target to hit.

2.9. MODES OF ACTION AND SURVIVAL TECHNIQUES IN THE EVENT OF TERRORIST ATTACKS

2.9.1. SPECIFIC INFORMATION PROVIDED

- ✓ Knowing the modes of action and survival techniques in the event of terrorist attacks is essential for increasing the chances of escaping unharmed and reducing the number of casualties.
- ✓ Rapid reactions, such as identifying escape routes, avoiding crowded areas, and finding safe shelter, can make the difference between life and death.
- ✓ Moreover, the ability to remain calm, provide first aid to victims, and cooperate with security forces can help save lives and manage such a crisis more effectively.

In the face of a terrorist attack, avoid exposure and seek shelter immediately.
Cooperating with others and with the authorities can make the difference between life and death!

WHAT ARE TERRORIST ATTACKS?	– **Terrorists** are trained fighters who use high-precision weapons – usually sniper rifles, bombs, and bladed weapons, to strike as many targets as possible. – Terrorist attacks are **discreet**, because they are usually in a camouflaged position, and victims cannot immediately identify the source of the attack. – Terrorists are often **used to cause panic** and to strike leaders, soldiers, or civilians in conflict zones.
WHAT ARE THE EFFECTS OF TERRORIST ATTACKS?	– **Severe or fatal injuries** – A single bullet can cause extremely serious injuries or be fatal. – **Panic among civilians** – Terrorist attacks can induce a constant sense of fear, especially when the source of the attack is not clearly identified.
HOW DO I PROTECT MYSELF FROM A TERRORIST ATTACK?	– **Avoid exposure in open places** – In conflict zones, never be on open roads, in uncovered buildings, or in positions that expose you visibly. – Seek **solid shelters** – buildings or concrete walls that can protect you from isolated sniper fire. – Walk or stay bent over to make a **smaller profile** and reduce the chances of becoming a target.
HOW DO I IDENTIFY AND AVOID INTERACTION WITH TERRORISTS?	– **Monitor risk areas** – Terrorists often choose high vantage points –rooftops, large trees, hilltops. Looking for these possible sniper locations can reduce the risk of being caught off guard. – **Do not approach victims of a terrorist attack** – If you notice a person injured by a bullet, do not approach without assessing the danger, as the terrorist could also target other individuals trying to help.
HOW DO I ACT AND REACT?	**IDENTIFYING THE SOURCE OF FIRE** – **Hide quickly** if you hear gunfire, **immediately seek shelter** nearby. Use solid shelters to protect yourself, such as walls or solid buildings. – **Do not fight back** – In the event of a terrorist attack, it is almost impossible to quickly locate the source. – **Avoid staying in place** – If you are in open ground and have already been targeted by a bullet, move as quickly as possible without exposing yourself.
	IF YOU ARE INJURED – **Move to a covered location** to avoid continued exposure. – Try to **stop bleeding** by applying pressure to wounds and immobilize the affected area. If you cannot do this alone, seek help from others.
HOW DO I AVOID FIRE?	– If you are in an open area, make sure you **hide behind natural structures** – trees, hills, or artificial ones – buildings, vehicles. – **Avoid moving predictably** and try to stay on an unknown route. – **Use objects from the environment** to hide: Use plants or parts of buildings to create temporary camouflage.
WHAT DO I DO AFTER A TERRORIST ATTACK?	**STAY CALM AND HIDDEN** – After an attack, remain calm, avoid panic, and **continue hiding** until you are sure it is safe to move. – If there are evacuation or safety instructions, follow them carefully.
	AVOIDING ANOTHER ATTACK – Do not travel on roads or open areas until you have clear information that the danger has passed. – If you notice an attack area, do not approach, to avoid becoming an additional target.
COOPERATING WITH AUTHORITIES AND ORGANIZING EVACUATION	– Stay in contact with authorities to remain informed about dangerous places and possible evacuations. – If you have been injured, inform the rescue teams so you can reach medical help as quickly as possible.

9

WORKSHEET – PRACTICAL EXERCISE
SURVIVAL IN TERRORIST ATTACK CONDITIONS
SITUATION ANALYSIS + APPLICATIVE EXERCISES + GUIDED DISCUSSION

PARTICIPANTS – *professionals* .
PURPOSE – Developing the capacity of instructors to identify risks associated with terrorist attacks, to differentiate correct reactions from dangerous ones, and to teach trainees safe, legal, and effective survival behaviors before, during, and after an attack.
OBJECTIVES – At the end of the exercise, instructors will be able to:

- explain what terrorist attacks are and their effects on the civilian population;
- identify suspicious behaviors and objects without coming into contact with them;
- describe correct self-protection and fire-avoidance reactions;
- formulate clear messages about what should and should NOT be done;
- teach professional how to coordinate evacuation and cooperation with authorities after an attack.

STAGE 1 – SITUATION ANALYSIS, CASE STUDY, AND GUIDED DISCUSSION – CORRECT REACTIONS and WRONG REACTIONS

- **The following scenario is presented** – "*A man enters a crowded shopping center and begins firing a weapon chaotically.*"
- **The reactions to be analyzed are presented on a flipchart:** →
- **The task is assigned** – *Analyze each situation and answer:*
  - *Which reactions are correct?*
  - *Which reactions are wrong and why?*
  - *What key message would you convey to trainees?*

GUIDELINE ANSWERS

- *Correct reaction – C*
- *Wrong reactions – A, B, D*
- *Explanation – filming, chaotic running, and visual exposure increase the risk of being targeted. The priority is real cover, reducing your profile, and controlled movement.*



Use of flipchart

- **The following scenario is presented** – "*After an explosion at a transport station, people gather around the victim and take photos.*"
- **Which reactions are correct and which are wrong?**

GUIDELINE ANSWER

- ***Major mistake*** *– crowding the area is a risk that a second device could explode or the terrorist could open fire with a weapon.*
- ***Correct reaction*** *– evacuation, sheltering, calling authorities, following instructions*

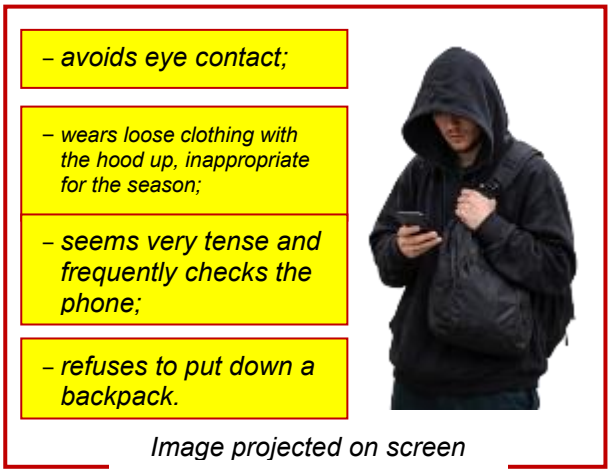
"In a terrorist attack, curiosity and the uncontrolled urge to help can kill.
Survival begins with self-protection."

STAGE 2 – APPLIED EXERCISE – IDENTIFYING SUSPICIOUS BEHAVIOR – VISUAL ANALYSIS

- **The exercise framework is presented** – "*Next, I will describe a person to you. Your task is to determine:*
  - *is it normal behavior or suspicious behavior?*
  - *WHAT does a trained person DO in this situation?*
  - *WHAT DO THEY NOT DO?"*
- **The description of the person is presented** →

GUIDELINE ANSWERS

- *Suspicious behavior* **– *YES***
- ***WHAT WE DO:***
  - *maintaining distance.*
  - *discreet observation.*
  - *informing security staff / authorities.*
- ***WHAT WE DO NOT DO:***
  - *do not confront the person*
  - *do not take close-up photos*
  - *do not try to "check" on your own*



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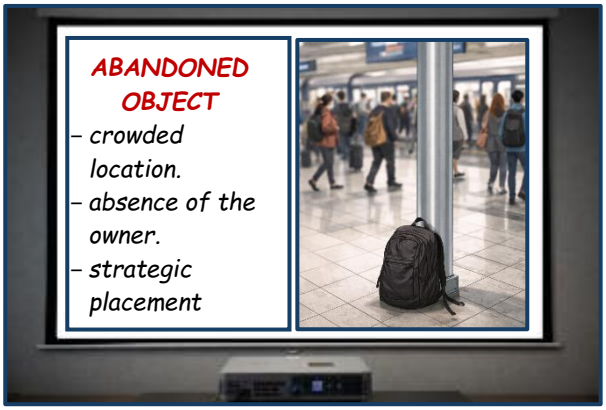
Suspicion does not mean accusation. The rule is avoidance and reporting, not intervention.

STAGE 3 – APPLIED EXERCISE – SUSPICIOUS OBJECT – SIMULATION + GROUP DECISION

- **The following scenario is presented –** "*In a train station, an abandoned backpack appears next to a pole, with no owner, in a heavily trafficked area."*
- **Your task is to answer the following questions:**
  - *What clues suggest danger?*
  - *WHAT DO YOU DO immediately?*
  - *WHAT NOT TO DO?*
  - *How do you manage the evacuation?*

GUIDELINE ANSWERS

- ***RISK* INDICATORS:**
  - *abandoned object.*
  - *crowded location.*
  - *absence of the owner.*
  - *strategic placement.*
- ***WHAT DO WE DO? CORRECT ACTIONS:***
  - *increasing the distance.*
  - *discreetly warning others.*
  - *calling the authorities.*
  - *following evacuation instructions.*
- ***WHAT WE DO NOT DO?***
  - *we do not touch the object.*
  - *I do not move it.*
  - *I do not open it.*
  - *I do not take close-up photos.*



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"A suspicious object is not investigated. It is avoided, isolated, and reported."

FINAL DISCUSSION

- **The activities we must carry out after the actions related to hybrid warfare are presented - THE POST-ATTACK COMPONENT**
  - ✓ do not return to the area without authorization;
  - ✓ provide clear information to the authorities;
  - ✓ avoid spreading rumors;
  - ✓ support vulnerable people;
  - ✓ follow official instructions.

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MODULE 3

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MODULE III – PARTICULARITIES FOR SURVIVAL IN SITUATION OF ECONOMIC CRISIS

- ✓ Introduction to the economic crisis.
- ✓ Characteristics of an economic crisis – *HOW DO WE RECOGNIZE THE ECONOMIC CRISIS?.*
- ✓ How an economic crisis manifests itself.
- ✓ Methods, techniques and procedures for survival under the conditions of an economic crisis.



MAP OF THE INTEGRATED SURVIVAL COURSE
PLACE OF MODULE 3 - SURVIVAL IN A SITUATION OF ECONOMIC CRISIS



MODULE 3 is strategically positioned in the structure of the integrated course as a transition point from crises with immediate impact on physical safety to crises with systemic impact on individual and family stability. If the first module provides the general conceptual framework of survival, and Modules 1 and 2 address the management of acute risks generated by the environment, accidents or armed conflicts, **Module 3 shifts the focus to the economic dimension of survival in the medium and long term.**

This module operationalizes the fundamental principles of survival in financial terms, demonstrating that maintaining economic stability becomes a critical factor in contexts of prolonged uncertainty.

In the course map, **Module 3 creates the link between physical and social crises and crises with an impact on the daily functioning of the individual and the community.** It prepares learners to understand the broader dynamics analyzed in Module 4 (political and social crises), where individual economic decisions are influenced by institutional instability and changes in public policy.

Through its positioning, **Module 3 reinforces the idea that survival is not just an immediate reaction, but a process of continuous adaptation,** in which financial resilience supports the social, psychological, and community resilience addressed in the following modules.

CONTENTS

MODULE 3 - SURVIVING IN A SITUATION OF ECONOMIC CRISIS

1. INTRODUCTION TO THE ECONOMIC CRISIS – CONCEPTUAL CLARIFICATION

DEFINING THE ECONOMIC CRISIS
UNDERSTANDING THE DIFFERENCES BETWEEN AN ECONOMIC CRISIS AND A FINANCIAL CRISIS

2. CHARACTERISTICS OF ECONOMIC CRISES

IDENTIFYING TYPICAL MANIFESTATIONS; UNDERSTANDING ECONOMIC INDICATORS – GDP, UNEMPLOYMENT, INFLATION, INTEREST RATES; DISRUPTED SUPPLY CHAINS.

3 TRIGGER FACTORS OF CRISES

EXPLAINING INTERNAL AND EXTERNAL CAUSES; DIFFERENTIATING BETWEEN FINANCIAL SHOCKS AND REAL SHOCKS; FINANCIAL CRISES; PANDEMICS, ENERGY CRISES; OVER-INDEBTEDNESS; FLAWED ECONOMIC POLICIES.

4. HOW AN ECONOMIC CRISIS MANIFESTS AND ITS IMPACT

EARLY WARNING SIGNS;
EFFECTS ON COMPANIES, THE POPULATION, AND THE STATE.

5. METHODS, TECHNIQUES AND PROCEDURES FOR SURVIVAL IN CONDITIONS OF AN ECONOMIC CRISIS

PERSONAL RISKS, VULNERABILITIES; MINIMUM SURVIVAL BUDGET; PROTECTING SAVINGS; PRIORITIZING EXPENSES; OPTIMIZING CONSUMPTION; FIXED AND VARIABLE BUDGET; SAVINGS STRATEGIES; ADDITIONAL INCOME.

6. THE FINANCIAL PLAN

DEFINING FINANCIAL GOALS;
ASSESSING THE CURRENT FINANCIAL SITUATION;
CASH FLOW ANALYSIS.

7. PSYCHOLOGICAL AND SOCIAL RESILIENCE IN THE ECONOMIC

PSYCHOLOGICAL MECHANISMS; EMOTIONAL CONTROL STRATEGIES; FINANCIAL STRESS; ECONOMIC ANXIETY; DECISIONS UNDER UNCERTAINTY.



MODULE 3 IMPLEMENTATION PLAN
PARTICULARITIES FOR SURVIVING IN A SITUATION OF ECONOMIC CRISIS

1.	**TYPE** - course for professionals
2.	**PARTICIPANTS -** professionals from different fields of crises
3.	**GENERAL OBJECTIVE** - developing instructors' competencies to design, organize and facilitate training sessions on surviving in situations of economic crisis, so that participants understand the mechanisms of crises and acquire practical skills of adaptation, financial protection and resilience.
4.	**SPECIFIC OBJECTIVES** - At the end of the module, professional instructors will be able to: – Explain the characteristics and effects of economic crises on the economy and the population. – Communicate the trigger factors of crises and their early signals. – Facilitate participants' assessment of personal and family risks. – Train participants on budget management, reducing expenses and managing debts. – Guide participants in developing a personal economic survival plan. – Promote exercises and simulations for decision-making and prioritizing actions. – Promote a proactive and resilience-oriented attitude among participants.
5.	**RESOURCES** – Worksheets for participants – budget, risk matrix, personal plan. – Hypothetical economic crisis scenarios. – Laptop and projector / screen for presentations. – Flipchart and markers for discussions and brainstorming. – Paper and pens for exercises and notes.
6.	**STRUCTURE OF MODULE 3**

	DIDACTIC CONTENT (what is taught)
INTRODUCTION TO ECONOMIC CRISES	– Defining the economic crisis; – Understanding the differences between the economic crisis and the financial crisis; – The impact on the real economy and on the population.
CHARACTERISTICS OF ECONOMIC CRISES	– Identifying typical manifestations; – Understanding economic indicators – GDP, unemployment, inflation, interest rates; – Affected supply chains.
TRIGGER FACTORS OF CRISES	– Explaining internal and external causes; – Differentiating between financial shocks and real shocks; – Financial crises; – Pandemics, energy crises; – Over-indebtedness; – Flawed economic policies.
MANIFESTATION AND IMPACT OF AN ECONOMIC CRISIS	– Recognizing early warning signals; – Correlating indicators with the resulting impact; – Effects on companies; – Effects on the population; – Effects on the state.
METHODS, TECHNIQUES AND PROCEDURES FOR SURVIVING AN ECONOMIC CRISIS	– Understanding personal risks; – Identifying vulnerabilities; – Building an emergency budget, minimum survival budget; – Protecting savings – managing and reducing debts; – Prioritizing expenses – essential expenses / discretionary expenses; – Optimizing consumption – smart resource planning; – Fixed and variable budget; – Saving strategies – optimization methods. – Identifying opportunities for additional income;
FINANCIAL PLAN	– Defining financial goals – specific, measurable, achievable; – Assessing the current financial situation; – Cash flow analysis.
PSYCHOLOGICAL AND SOCIAL RESILIENCE IN CRISIS	– Understanding psychological mechanisms in crisis; – Developing emotional control strategies; – Financial stress; – Economic anxiety; – Structuring decisions under uncertainty; – Social support and collaboration networks.
FINAL ASSESSMENT - test, guided discussions	

1. INTRODUCTION TO ECONOMIC CRISIS – CONCEPTUAL CLARIFICATION

- ✓ **Good education and preparation for economic crisis situations are essential** for effectively managing limited resources and avoiding impulsive decisions that can worsen difficulties.
- ✓ Preparation **gives you stability, reduces stress, and increases your chances of long-term recovery—in other words, IT HELPS YOU SURVIVE.**

An economic crisis is a period in which a country's economy or global economies experience significant contractions in economic activity. Thus, production declines, consumption decreases, the labor market deteriorates, people's incomes are affected, and the state's capacity to sustain public services is limited.

For the individual, an economic crisis is a prolonged state of instability that reduces the ability to secure financial autonomy and to make rational decisions – this is the definition we will work with throughout this module.

Examples – "If your income drops, but you adapt quickly, it is not a crisis; however, if your income drops, costs rise, and you can no longer think clearly, that is a crisis."

In a world marked by economic instability, financial difficulties, and major economic uncertainties, knowing how to survive an economic crisis is no longer just a useful skill, but an essential condition for personal safety and financial stability.

An economic crisis strikes quickly and simultaneously affects incomes, jobs, the cost of living, and access to essential resources.

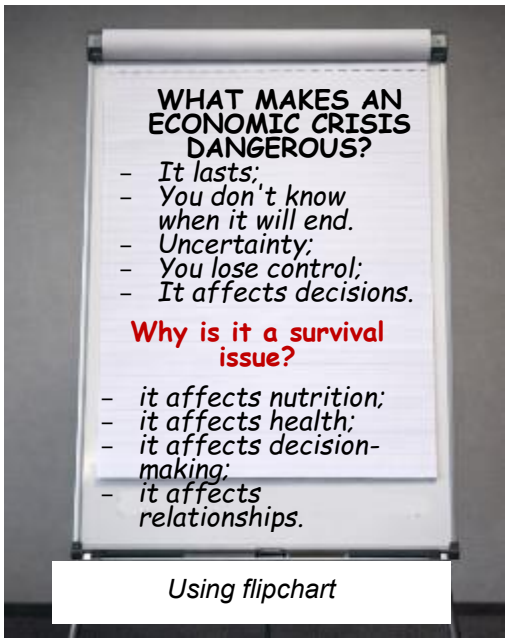
The ability to understand the mechanisms of a crisis, to correctly assess risks, and to implement effective financial protection measures represents the difference between vulnerability and resilience. Without preparation, the impact can be amplified on a personal, professional, and family level.

By understanding the mechanisms of a crisis and applying correct methods of financial planning, debt management, income diversification, and resource optimization, every person can build a solid protection system capable of withstanding economic pressures. Moreover, knowledge of economic survival techniques builds confidence, reduces financial stress, and facilitates responsible decision-making in critical moments. A prepared individual contributes to the stability of the family, the community, and the professional environment.

The economic crisis is the only crisis that remains after the others pass.
The economic crisis is not taught as information but as a life reality.

Although this module does not aim to develop specialized economic skills, but rather to build the capacity for adaptation and medium-term survival, instructors gain a functional understanding of the concept of economic crisis and, at the same time, learn how to convey it further in an accessible, coherent, and relevant manner for managing crisis situations.

As professionals, we do not teach people to *endure* the crisis, but how to remain functional within it.



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THE ESSENTIAL DIFFERENCES BETWEEN ECONOMIC CRISIS AND FINANCIAL CRISIS

Although the terms ***"economic crisis"*** and ***"financial crisis"*** are often used interchangeably in the media and everyday conversations, there are fundamental differences between them that influence how these situations are understood and managed. The frequent confusion between the two can lead to misinterpretations and inappropriate decisions, which is why it is essential to clarify the characteristics and mechanisms of each.

	ECONOMIC CRISIS	FINANCIAL CRISIS
DEFINITION	– A profound disruption in the functioning of the real economy, namely in production, consumption, employment, and investment. – It manifests through a decrease in GDP, rising unemployment, and reduced industrial activity.	– A severe dysfunction in the financial system - banks, capital markets, liquidity, credit, financial assets. – It occurs when financial institutions can no longer meet their obligations or when asset prices collapse.
AFFECTED AREA	– **Affects the real economy.**	– **Affects the financial system** and capital markets.
MANIFESTATIONS	– Decline in production. – Rising unemployment. – Reduced consumer demand. – Lower investments.	– Bank failures. – Lack of liquidity. – Freezing of lending. – Extreme volatility in financial markets.
CAUSES	– Imbalances between production and consumption. – Declining competitiveness. – External shocks – pandemics, conflicts, energy crises.	– Over-indebtedness. – Speculative bubbles. – Systemic effects in banks or markets. – Insufficient regulation.
THE RELATIONSHIP BETWEEN THEM	– A **financial crisis** can trigger an **economic crisis**, because the lack of lending blocks businesses and consumers.	– An **economic crisis** can generate a **financial crisis**, because businesses and the population can no longer repay their debts.
DURATION AND EFFECTS	– Tends to be longer and has obvious social effects.	– It can be very rapid and violent, but sometimes it can stabilize more quickly if effective intervention occurs.

DIFFERENTIATION CRITERIA

	ECONOMIC CRISIS	FINANCIAL CRISIS
AREA	– Macro, systemic	– Financial, markets, banks
CAUSES	– Structural imbalances, triggering factors	– Market collapse, insufficient liquidity, bank failures
IMPACT	– Unemployment, decline in production, consumption, GDP	– Financial losses, credit restrictions, volatility
DURATION	– Medium-long	– Can be rapid or trigger the economic crisis
EXAMPLE	– Global recession – 2008	– The banking crisis triggered the economic crisis

The economic crisis affects the entire real economy.
The financial crisis affects the flow of money;

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CHARACTERISTICS OF AN ECONOMIC CRISIS – *HOW DO WE RECOGNIZE A CRISIS? HOW DO WE KNOW WE ARE IN A CRISIS AND NOT IN A TEMPORARY PROBLEM?"*

REDUCTION OF ECONOMIC ACTIVITY – general decline in production, investment, and consumption.	– Decline in gross domestic product /GDP;
	– Reduction in industrial production and investment;
	– Decline in trade flows.
RISE IN UNEMPLOYMENT	– Reduction of jobs;
	– Increased uncertainty and pressure on family budgets.
DECLINE IN PURCHASING POWER	– Inflation or stagflation;
	– The cost of living rises faster than incomes.
FINANCIAL INSTABILITY	– Difficulties in accessing credit;
	– Market volatility;
	– Declining confidence in financial institutions.
DISRUPTIONS IN SUPPLY CHAINS	– Shortage of essential products;
	– Increased costs for imports and raw materials.
DECLINE IN CONSUMER AND INVESTOR CONFIDENCE	– The population reduces consumption;
	– Companies postpone investments and hiring.

What appears in a crisis and does not appear in an ordinary financial problem?

- ***Prolonged duration –*** *"It lasts longer," leading to exhaustion, depletion of reserves, and forced adaptation.*
- ***High uncertainty*** *– "I don't know when it will end," leading to lack of foresight, no planning.*
- ***Systemic impact – "It affects multiple areas and deepens in a spiral"*** – health – work – confidence; Lower income – stress – poor decisions – higher costs.
- ***Loss of control – "It doesn't depend only on you"***
- ***Decision pressure – "It creates constant stress"*** *– poor decisions*

If we recognize the characteristics, which are also warning signs, we can decide correctly.

TRIGGER FACTORS OF ECONOMIC CRISES

An economic crisis can be triggered by internal or external factors, isolated or combined.
Trigger factor = an event or process that destabilizes an already vulnerable system.

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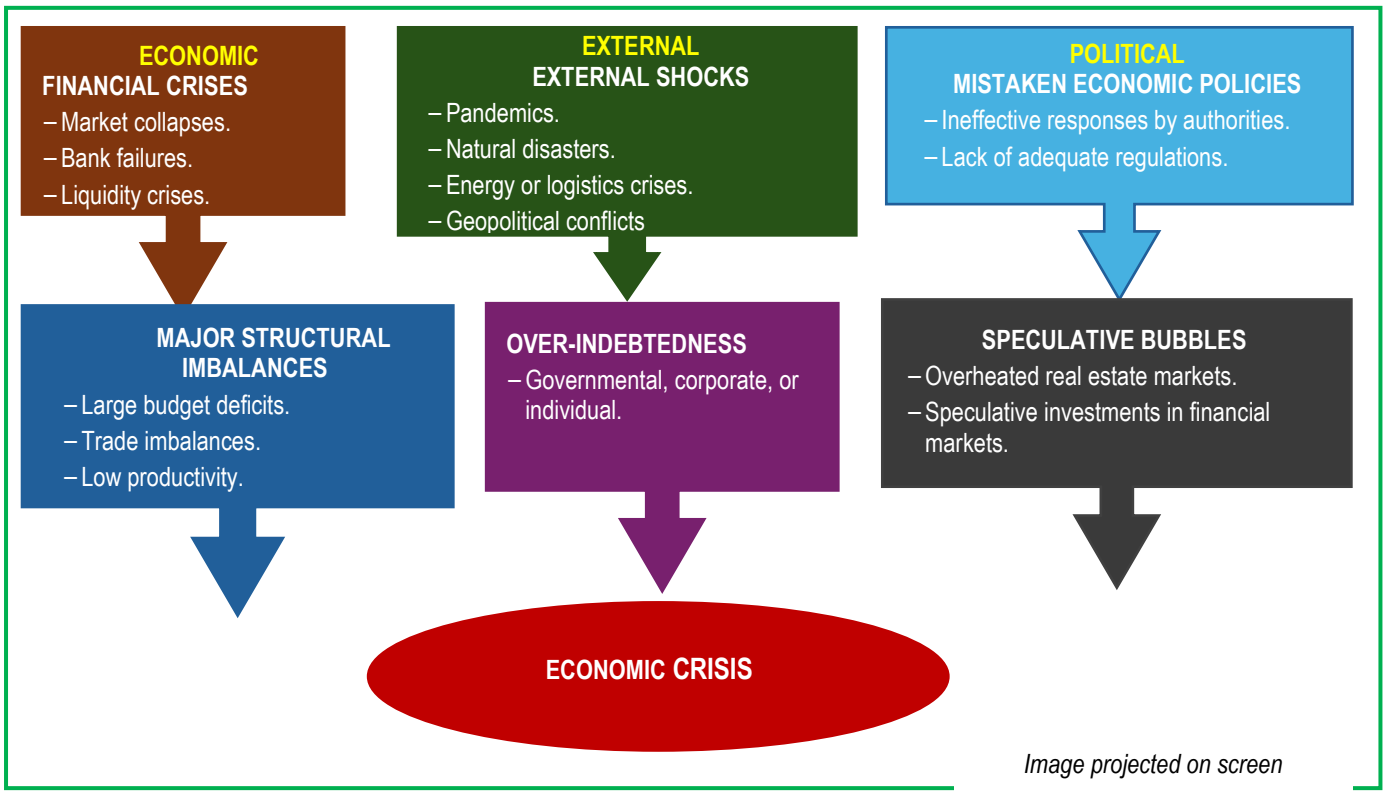

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- ✓ Knowing the triggers of economic crises gives you the ability to anticipate risks and act before negative effects directly affect you.
- ✓ By understanding what can generate a crisis — from financial instabilities to external shocks — you can identify early signals, protect your resources, and make informed decisions at a time when rapid reaction is essential.
- ✓ Recognizing these factors allows you to prevent losses and strengthen your financial resilience.

A crisis arises at the intersection of vulnerability and shock.

HOW AN ECONOMIC CRISIS MANIFESTS AND ITS IMPACT

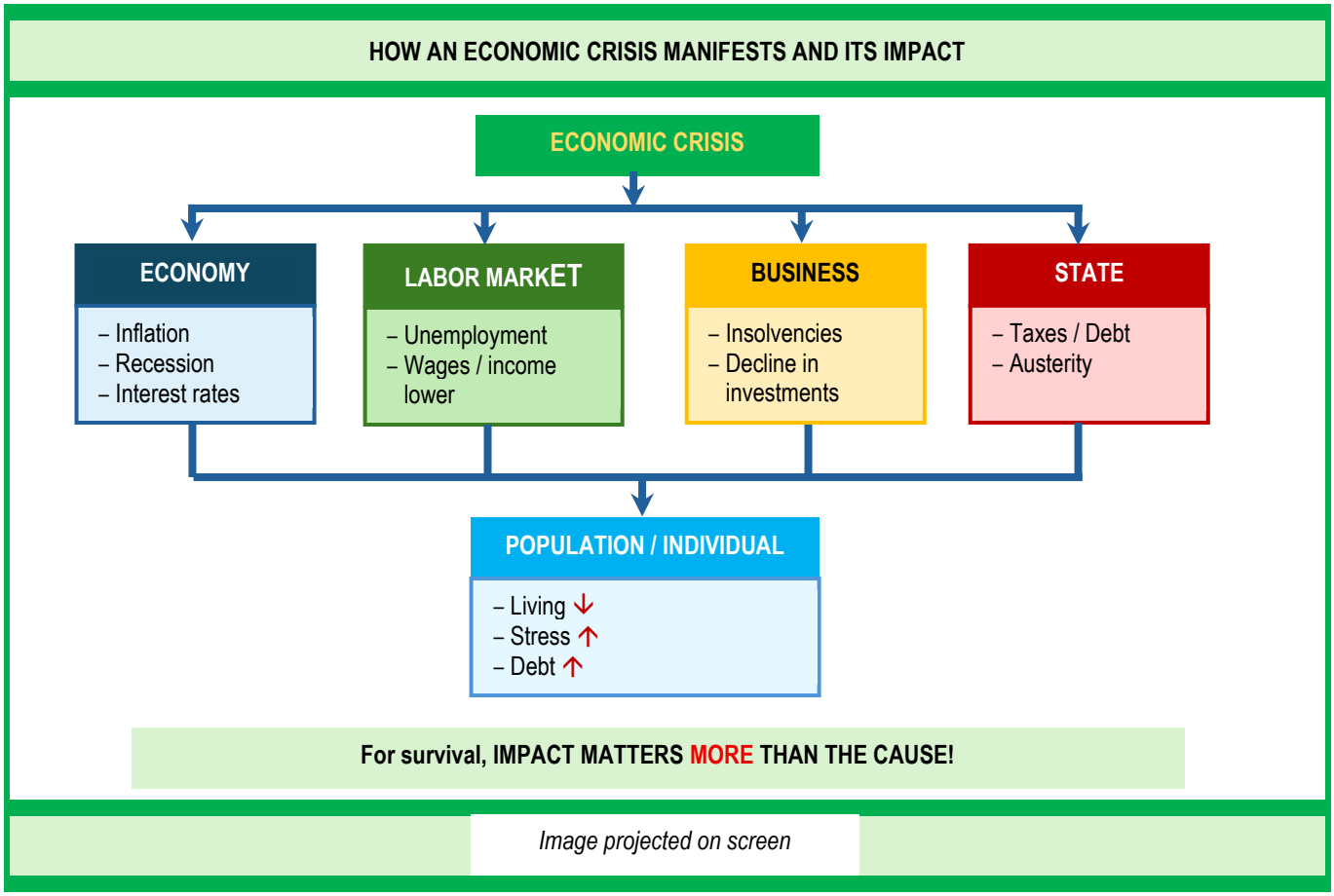
To identify and understand an economic crisis, it is essential **to analyze the main forms through which it manifests at the economic and social level**.

For survival, what matters is not only the cause but *the concrete impact of the crisis*.

Thus, at the macroeconomic level, a crisis is highlighted by the emergence of major imbalances, such as **high inflation** or, on the contrary, **deflation**, **rising interest rates**, and **declining economic output**. These developments quickly reflect on the labor market, where **mass layoffs** occur, and there is a **decline in real wages**.

The crisis also significantly affects the business environment through **an increase in insolvencies, reduced investments, and higher financing costs,** which limits companies' ability to grow or even survive. At the population level, the effects are felt through increased pressure on personal savings, **a lower standard of living, and heightened financial stress**, phenomena that can lead to economic migration. At the same time, the state is affected by rising public debt, **reduced public investments**, and the implementation of budgetary adjustment measures, including **tax increases,** aimed at stabilizing public finances.

Economic crises have a significant impact both on the global economy and on the daily lives of individuals. The manifestations of these crises vary depending on the scale and nature of the problem, but in general, they affect several essential aspects of the economy and finance.



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An economic crisis **manifests differently at the individual and global level**, but the effects are felt on a large scale.

- **At a personal level, an economic crisis can bring profound changes to everyday life,** through the deterioration of financial security and the reduction of living standards.
- **At the personal level, the crisis brings job losses, increased debt, and decreased purchasing power, while at the global level, it causes recessions, financial market collapses, and political instability.**

Understanding these manifestations is essential for preparing effective strategies for survival and recovery in such situations.

JOB LOSS AND RISING UNEMPLOYMENT 	– **Rising unemployment** is one of the first signs of an economic crisis. – During economic recessions, many companies reduce their activity or even go bankrupt, leading to mass layoffs. – This directly affects individuals' incomes and their financial stability.	**Example** - *During the global economic crisis of 2008, millions of people worldwide lost their jobs, especially in the financial and construction industries.*
DECLINE IN INCOME AND PURCHASING POWER 	– Even those who keep their jobs may face salary cuts or the elimination of benefits such as bonuses, private insurance, or other compensation. – Also, **inflation** (the rise in prices of goods and services) erodes purchasing power, making everyday life more expensive.	**Example -** *During an economic crisis, prices for basic products such as food and energy rise significantly, forcing families to drastically adjust their lifestyles.*

INCREASE IN DEBT AND INABILITY TO PAY 	– During an economic crisis, many people face difficulties in **repaying the loans they have taken out**, such as mortgages, auto loans, or consumer loans. – Banks may become stricter in granting new loans, while interest rates on existing debts may rise. – This can lead to **personal insolvency or even bankruptcy.**	**Example -** In the US housing crisis (2007-2008), millions of Americans found themselves unable to pay their mortgages, losing their homes through foreclosure procedures.
REDUCTION OF SAVINGS AND INVESTMENTS 	– During economic crises, stock and bond markets suffer significant declines, which affects the value of investments and personal savings. – Pensions or other forms of long-term investments can lose a significant portion of their value. – This creates **financial uncertainty** for the future.	**Example -** *Many people saw their pension funds diminish dramatically during the 2008 crisis, forcing them to delay retirement or find additional sources of income.*
RISING COST OF LIVING 	– **Inflation** is often a result of an economic or financial crisis. – Prices of basic goods and services, such as food, fuel, and rent, can rise significantly, while incomes do not keep pace with this increase. – This leads to **a reduced standard of living**, as people must make adjustments to cover their basic needs	

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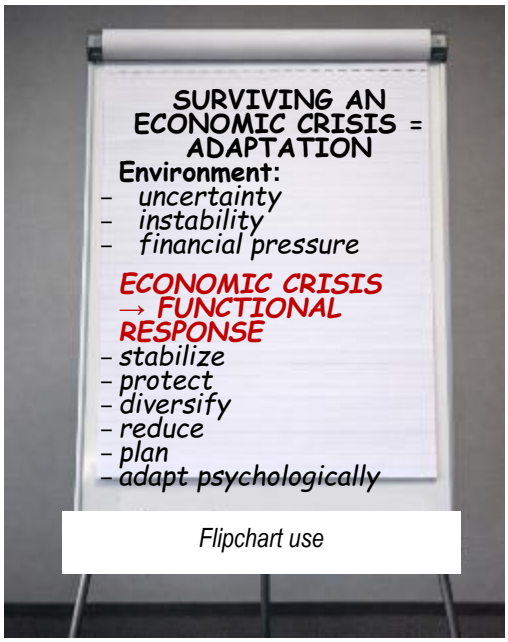
HOW DO PEOPLE REALIZE THEY ARE IN AN ECONOMIC CRISIS?

An economic crisis is not just a macroeconomic phenomenon; it is a process that inevitably reaches the daily life of every person. Thus, we observe that:

- *Money no longer stretches.*
- *Everything becomes more expensive.*
- *Stress appears.*
- *There is job insecurity.*
- *Many previously made decisions are postponed.*

The **critical level considered** the most dangerous **for survival in an economic crisis** is the **individual and family level**, because here the impact is direct and immediate. Declining incomes, rising cost of living, and job uncertainty quickly affect the ability to cover essential needs. Unlike the state or the business environment, **the individual has limited resources for adaptation.** The lack of financial protection turns economic pressure into a survival issue. Therefore, effective strategies must focus on protecting personal and family financial stability.

METHODS, TECHNIQUES AND PROCEDURES FOR SURVIVAL IN THE CONDITIONS OF AN ECONOMIC CRISIS



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Survival in the conditions of an economic crisis involves adopting a coherent set of methods, techniques, and procedures that allow rapid adaptation to an environment characterized by uncertainty, instability, and increased financial pressures.

The essential first step is STABILIZING YOUR PERSONAL OR FAMILY FINANCIAL SITUATION, through a realistic analysis of income, expenses, and existing financial obligations. Budget restructuring becomes a priority, and the focus must be on clearly separating essential expenses from those that can be reduced or temporarily eliminated.

A fundamental method of protection during crisis periods is the establishment and responsible use of an **EMERGENCY FUND –** for 3–12 months, intended to cover basic expenses in the event of loss of income or unforeseen situations. In parallel, **DEBT MANAGEMENT** gains major importance, requiring prioritization of high-cost obligations, renegotiation of credit terms, and avoidance of taking on new risky financial commitments.

DIVERSIFYING INCOME SOURCES is another essential technique for increasing economic resilience. Developing professional skills, adapting to labor market requirements, and identifying complementary activities can reduce dependence on a single source of income and provide greater security during difficult periods. At the same time, **PROTECTING SAVINGS** requires a prudent approach, focused on avoiding speculative investments that can amplify losses in volatile economic contexts.

At a personal / family level, surviving an economic crisis involves **SMART OPTIMIZATION OF CONSUMPTION AND EFFICIENT MANAGEMENT OF ESSENTIAL RESOURCES –** reducing energy costs, renegotiating contracts (phone, utilities, services), basic food, hygiene products, non-perishable reserves in a rational manner**. EXPENSE PLANNING** on the short and medium term, reducing recurring costs and developing moderate self-sufficiency skills help alleviate financial pressure. At the same time, it is important to **KNOW THE RIGHTS AND SUPPORT MEASURES AVAILABLE**, such as social programs, tax incentives or other forms of assistance provided by the state or the community.

Last but not least, economic survival is closely linked to **PSYCHOLOGICAL AND SOCIAL ADAPTABILITY.** Maintaining rational behavior, avoiding panic and making informed decisions under financial stress are essential procedures for navigating crisis periods. Support from family, community and social networks contributes to increased resilience and maintaining a functional balance, even under difficult economic conditions.



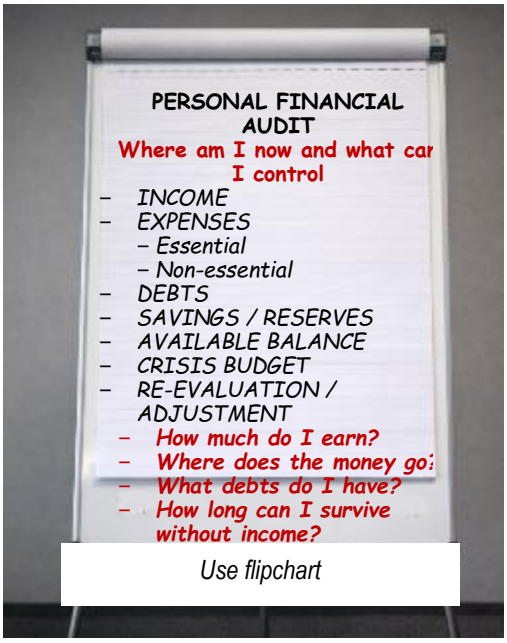
ASSESSING YOUR PERSONAL FINANCIAL SITUATION – is an essential step in properly managing finances, especially during economic crises. This process provides a clear picture of the current state of your finances and helps identify the necessary steps to improve or stabilize the situation.

Financial assessment can be effectively carried out through a **PERSONAL FINANCIAL AUDIT**, which involves analyzing income, expenses, debts and liabilities.

PERSONAL FINANCIAL AUDIT

A **complete personal financial audit** is a detailed analysis of all aspects related to a person's finances, providing a clear picture of the current financial situation.

This process enables the identification of the strengths and weaknesses of the financial situation and helps develop effective strategies to survive an economic/financial crisis or to prevent future problems.



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- ***THE PERSONAL AUDIT answers 4 QUESTIONS***
  - *How much do I earn?*
  - *Where does the money go?*
  - *What debts do I have?*
  - *How long can I last without income?*

STEP 1 - INCOME ASSESSMENT

The first step in conducting the personal financial audit is assessing total income. This includes all sources of income, whether from professional activity or from other sources (investments, pensions, rents, etc.).

It is important that all income is properly recorded to provide a clear picture of the cash flow entering the personal budget each month.

STEP 2 - EXPENSE ASSESSMENT

Expenses are usually divided into two main categories:

- **FIXED EXPENSES –** mandatory monthly costs that do not change significantly from month to month, such as rent or mortgage payments, utilities, insurance payments, loan installments, and other fixed subscriptions.
- **VARIABLE EXPENSES –** costs that fluctuate, such as spending on food, transportation, entertainment, vacations, or occasional purchases.

A good practice is to record all expenses over a period of several months to obtain an accurate monthly average. This helps identify unjustified or excessive expenses and areas where adjustments can be made.

STEP 3 - CALCULATING THE AVAILABLE BALANCE



Once income and expenses have been clearly defined, the next step is to calculate the **available balance, i.e., the money left after covering expenses**. **This is a key figure,** as it shows how much you can save or use for other financial goals. If expenses exceed income, a **reassessment of financial priorities** and **reduction of non-essential expenses** is necessary.

STEP 4 - IDENTIFYING NON-ESSENTIAL EXPENSES

A personal financial audit should also focus on **identifying non-essential expenses**. These are expenses that are not vital to financial or physical well-being and can be reduced or eliminated during economic crises.

DEBT ASSESSMENT

For each debt, the interest rates and repayment terms must be analyzed, as well as the impact they have on the monthly budget.

An important step in the financial audit is to classify debts according to **importance and urgency**.

- High-interest debts should be paid off as quickly as possible to reduce their impact on the budget.
- Debts with lower interest rates or longer repayment terms can be managed in the medium or long term, but they must be constantly monitored.

STRATEGIES FOR DEBT REDUCTION

These strategies may include:

- **Debt consolidation –** combining multiple debts into a single loan with a lower interest rate.
- **Debt refinancing –** renegotiating the terms of a loan to obtain better rates or longer repayment periods.
- **Early debt repayment –** using available savings to pay off high-interest debts sooner.

LIFESTYLE ASSESSMENT/ANALYSIS – CLASSIFICATION OF EXPENSES



Lifestyle analysis is an essential step and a critical process in understanding how personal finances are managed. This process involves classifying current expenses into **essential expenses** and **non-essential expenses**, as well as identifying ways to **reduce fixed and variable costs**.

WHAT ARE ESSENTIAL EXPENSES?

Indispensable costs needed to cover basic needs and to maintain a lifestyle that ensures the family's survival.

As a rule, essential expenses are stable **in the long term, are hard to avoid, cannot be completely eliminated, but can be optimized** to achieve a better cost-benefit ratio and include:

- **Housing costs –** rent or mortgage payments, home maintenance, home insurance, essential utilities **–** water, gas, electricity, waste, internet, telephone.
- **Food –** costs for basic food products, necessary for proper nutrition.
- **Transport –** expenses for commuting to work or for carrying out daily activities - fuel, public transport, car maintenance.
- **Insurance –** health, life, or essential property insurance **–** home, car.
- **Health –** expenses for hygiene products, medical subscriptions, medications, medical consultations, and treatments.
- **Education –** expenses related to your own or your family members' education.

✓ **During** periods **of economic/financial crisis, it is important to ensure that these essential costs are covered, even if you have to make adjustments in other spending categories.**

WHAT ARE NON-ESSENTIAL EXPENSES?

Costs that are not absolutely necessary for survival and well-being and that usually **stem from wants rather than needs**. Although they are not mandatory, these expenses **tend to increase significantly during periods of prosperity, and reducing them during a crisis can free up important financial resources.**

- **Going out –** meals at restaurants, coffees, or nights out at clubs/bars.
- **Entertainment and recreational activities –** subscriptions to streaming platforms, tickets to events, or trips to the cinema, theater, concerts, exhibitions.
- **Impulse purchases –** clothing, sports equipment, jewelry.
- **Vacations and travel –** trips and recreational activities.
- **Convenience services –** home delivery, cleaning services, or other time-saving services.

HOW DO YOU CLASSIFY EXPENSES?

- Track and record all expenses over a period of at least 3 months.
- Categorize them into one of the two categories (essential/non-essential).
- Create a list of essential expenses and one for non-essential ones and compare them. Determine, by percentage/score, the importance of each item for the family's long-term well-being.
- Apply the principles of the ***50/30/20 Rule***, which involves allocating 50% of income to essential expenses, 30% to non-essential expenses, and 20% to savings or debt repayment.

REDUCING FIXED AND VARIABLE COSTS

This involves analyzing each spending category to determine where there are opportunities for adjustment and where savings can be made without significantly compromising the quality of life.

Reducing costs is an important strategy during crises because it helps you free up funds for savings, emergencies, or debt repayment.

REDUCING FIXED COSTS



- **Renegotiating rent or mortgage rates –** in certain cases, landlords or banks may be open to renegotiating contract terms, especially during crises.
- **Refinancing loans –** exploring the option of refinancing to obtain lower interest rates and, consequently, a lower monthly payment.
- **Reducing utility costs –** Installing energy-saving equipment (LED bulbs, flow-restricting faucets, energy-efficient appliances) and avoiding waste. Switching electricity, gas, or internet providers can bring significant savings.
- **Reviewing insurance policies –** comparing market offers for auto, health, or home insurance and switching providers when cheaper options are available.
- **Canceling unused subscriptions –** checking subscriptions and giving up those that are unused or non-essential and bring no value – magazine subscriptions, streaming services, gym memberships you don't use, etc.

REDUCING VARIABLE COSTS

Variable costs are those expenses that fluctuate monthly depending on consumption behavior, immediate needs and wants, and personal decisions, such as food, clothing, or entertainment.

Although these costs offer more flexibility in adjustment and can be easily reduced**, they require greater discipline** to prevent falling back into old spending habits.

- **Reducing food costs and managing shopping –** planning meals in advance and weekly shopping based on a shopping list
- **Optimizing transportation –** optimizing routes or using public transport/bicycle.
- **Temporarily giving up expensive entertainment and recreational activities**.
- **Smart shopping –** deals, bulk buying to reduce long-term costs.
- **Controlling hobby spending**.
- **Selling unused items.**

LIFESTYLE ASSESSMENT
CLASSIFICATION OF EXPENSES

REASSESSMENT AND PRIORITIZATION

MODULES

- ✓ **STAPLE FOODS**
- ✓ **HOUSING** – rent, mortgage
- ✓ **UTILITIES –** electricity, gas, water, heating.
- ✓ **TRANSPORT**
- ✓ **MEDICATIONS and TREATMENTS**



NON-ESSENTIAL

- ✓ **OUTINGS and VACATIONS**
- ✓ **SUBSCRIPTIONS** – TV, gym, streaming platforms.
- ✓ **CLOTHES and ACCESSORIES**
- ✓ **APPLIANCES**
- ✓ **COMFORT**



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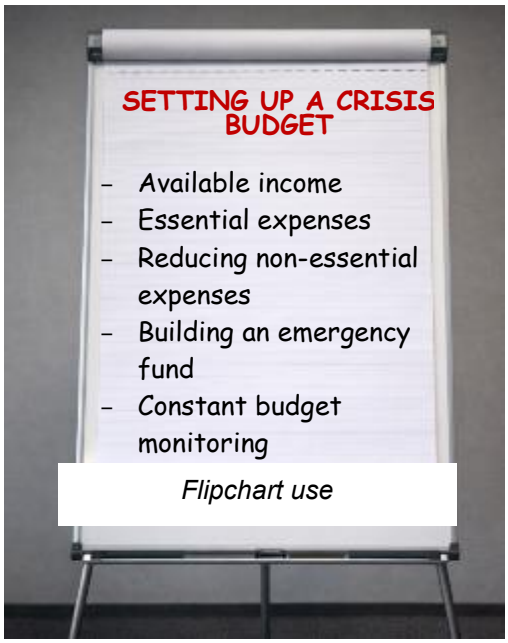
SETTING A CRISIS BUDGET

A crisis budget is a reduced version of the regular budget that prioritizes essential expenses and minimizes non-essential spending.

A crisis budget is essential during financial crises or periods of uncertain income, when resources are limited and must be used with maximum efficiency.

STEPS FOR CREATING A CRISIS BUDGET

- **FIRST STEP – REASSESSING AVAILABLE INCOME –** In crisis situations, **it is important to rely only on certain income and adjust your budget to these new conditions.** If you have additional income (part-time job), include it in the calculation only if it is stable.
- **SECOND STEP – PRIORITIZING ESSENTIAL EXPENSES –** In a crisis budget, essential expenses must come first. You must ensure that all these essential expenses are fully covered before allocating money to other categories.
- **THIRD STEP – REDUCING NON-ESSENTIAL EXPENSES –** Once essential expenses are identified and covered, it is time **to drastically reduce or even eliminate non-essential expenses**.
- **FOURTH STEP – REDUCING FIXED AND VARIABLE COSTS –** In parallel with prioritizing expenses, a crisis budget also involves reducing fixed and variable costs to improve the balance between income and expenses.
- **FIFTH STEP – BUILDING AN EMERGENCY FUND –**In any crisis budget, an essential element is the **emergency fund**. This is an account or a reserve of money to cover basic expenses **for a period of 3-6 months, in case of a major emergency,** such as job loss or a medical issue. Allocate a portion of your income to build this fund, even if it means temporarily reducing other expenses.
- **SIXTH STEP – CONSTANT BUDGET MONITORING –** A crisis budget is not static; it must be constantly monitored and adjusted as changes occur in the financial situation.



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TECHNIQUES FOR QUICK SAVING

During times of economic crisis, every penny counts. By applying effective saving techniques, you can significantly reduce expenses, which will allow you to manage your budget better.

Every little saving matters, and by adopting these strategies, you can ensure a more stable and comfortable living.

1. REDUCING UTILITY BILLS – Reducing utility costs is one of the most effective methods for quick savings.	**ENERGY EFFICIENCY** – **Using energy-efficient appliances** (with class A+++). – **Improving home insulation –** sealing strips for doors and hardware or using thermal curtains.
	CONSUMPTION BEHAVIORS – **Turning off lights, using LED bulbs** – **During winter**, keeping the thermostat at a lower temperature. – **In summer**, adjusting the temperature to use less air conditioning. – Installing **water-saving showers** and faucet aerators to reduce water consumption. Avoid overly long showers and wash clothes in cold water when possible.
	NEGOTIATING BILLS – Monthly checking of utility bills to ensure you have not been billed incorrectly. – Contacting utility providers to discuss available rates.
2. SHARING RESOURCES – an effective technique to reduce expenses and maximize the use of available resources.	– **CARPOOLING** with colleagues or neighbors to share fuel costs. This not only reduces expenses but also helps lower carbon emissions.
	– **SHARING HOUSING** with friends, colleagues, or family members to split rent and utility costs. – Ensuring you have a clear agreement regarding the sharing of expenses, responsibilities, and house rules.
3. USING GOODS	– **BORROWING less frequently used items**, such as tools, sports equipment, or household appliances. **Participating in local swap events**, where you bring things you no longer use and can get others you need.

REVIEWING AND ADJUSTING THE BUDGET

Periodically reviewing and adjusting the budget is essential for maintaining effective control over finances, especially during times of economic uncertainty.

By continuously monitoring income and expenses, informed decisions can be made and financial strategies can be adapted to current needs. This process helps ensure financial stability and develops money management skills, providing a greater sense of control over your financial situation.

PERIODIC REASSESSMENT OF INCOME AND EXPENSES	**SETTING THE FREQUENCY OF REASSESSMENT**	– **MONTHLY – Monthly reassessment is ideal.** You notice rapid fluctuations in your income and expenses. – **QUARTERLY/SEMI-ANNUALLY –** You conduct a more detailed analysis every three or six months to assess long-term trends and make strategic adjustments.
	INCOME ANALYSIS	– **UPDATING INCOME SOURCES – Changes in income must be checked periodically –** a new job, a salary increase, additional income, or other sources of passive income. – **ESTIMATING FUTURE INCOME –** Based on observed trends, income for the coming months should be estimated. This helps with planning ahead.
	EXPENSE EVALUATION	– **EXPENSE CATEGORIES –** Analyze each expense category (essential and non-essential) to see where you can save. Use a coding system – red for excessive spending, green for savings. This quickly identifies areas that need attention. – **IDENTIFYING TRENDS –** Observe whether certain expenses have increased significantly compared to previous months. This may indicate the need for quick adjustments.
BUDGET ADJUSTMENT	**REALLOCATION OF RESOURCES**	– **REASSESSING PRIORITIES –** Set current financial priorities. Allocate more resources to essential needs during a crisis. – **REDUCING NON-ESSENTIAL EXPENSES –** Adjust the budget to reduce discretionary spending. Set maximum caps for certain expenses that are higher than they should be.
	ADJUSTING FINANCIAL GOALS	– **REVIEWING SHORT-TERM AND LONG-TERM GOALS –** Reassess financial goals – whether and which remain realistic and achievable. Adjust them according to new financial conditions. – **SETTING NEW, MORE CONSERVATIVE GOALS** or postponing certain major purchases.
	MONITORING PROGRESS	– **TRACKING ACHIEVEMENTS –** Compare actual expenses with the monthly budget to evaluate adherence to the newly set limits. – **USING FINANCIAL MANAGEMENT APPS –** helps track expenses and income, provides visual analytics for evaluating and adjusting the budget.

GENERATING ADDITIONAL INCOME



During financial crises, generating additional income can provide financial relief and a certain stability and flexibility in managing expenses.

There are various methods to obtain additional income in the short term **–** online work or monetizing personal skills. These strategies can not only bring an additional source of income but can also develop professional skills that prepare you for future opportunities. Also, turning hobbies into income sources can be a pleasant and profitable way to cope with financial challenges and can constitute survival methods in financial crisis situations.

PSYCHOLOGICAL AND EMOTIONAL MANAGEMENT DURING THE CRISIS



Financial crises have not only a material impact but also a profound emotional and psychological one.

Managing financial stress and maintaining mental balance are essential to cope with economic challenges, to stay mentally healthy, and to be able to make well-informed financial decisions.

Addressing financial stress through relaxation techniques and creating a routine, along with cultivating a positive mindset and resilience, will allow you to manage economic challenges more effectively and stay balanced in the face of uncertainties.

STRESS MANAGEMENT TECHNIQUES

Financial stress is a normal response to economic uncertainties and can affect both mental and physical health. It is important to recognize the signs of stress and use effective techniques to manage it.

IDENTIFYING AND ACCEPTING EMOTIONS	– **RECOGNIZING STRESS –** The first step is recognizing the stressful situation. Awareness of personal thoughts and emotions. – **ACCEPTING REALITY –** Accepting the economic situation helps focus on solutions, not problems.
RELAXATION TECHNIQUES	– **DEEP BREATHING –** Practicing deep breathing can reduce tension and provide a mental break. *– Inhale slowly for 4 seconds, hold your breath for 4 seconds, then exhale gently for 4 seconds.* – **MEDITATION –** Regular meditation helps detach from negative thoughts and calm the mind. – **PHYSICAL EXERCISE –** Regular physical activity can reduce stress and anxiety by releasing endorphins (feel-good hormones) that improve mood.
CREATING A ROUTINE	– **ESTABLISHING A SCHEDULE –** A daily routine, self-care activities, and moments of relaxation can provide stability.
SEEKING SOCIAL SUPPORT	– **TALKS WITH FRIENDS AND FAMILY –** Sharing your worries with those close to you can bring relief and offer new perspectives on the situation. – **FINANCIAL OR PSYCHOLOGICAL COUNSELING**

THE IMPORTANCE OF A POSITIVE MINDSET AND RESILIENCE

A positive mindset and resilience play a crucial role in overcoming economic/financial crises.
Although stress can be overwhelming, a constructive and positive approach helps overcome challenges.

WHAT TO DO?

- ✓ **Set small, tangible, short-term goals –** Set goals that you can realistically achieve, step by step. Each small success will strengthen your confidence in your ability to face challenges.
- ✓ **Focus on the positive aspects –** Even in the hardest moments, there are things to be grateful for. Write down the good things in your life daily, no matter how small they may seem.
- ✓ **Learn from failures and treat them as opportunities –** Instead of letting financial obstacles discourage you, view them as chances to develop your skills and knowledge and to find innovative solutions to your financial problems. Learn from past mistakes and apply those lessons in the future.
- ✓ **Build your resilience –** Resilience means adaptability. Financial crises bring changes, but the more willing you are to adapt to new conditions, the better you will cope with stress.

TECHNIQUES TO INCREASE RESILIENCE

Resilience is the ability to bounce back from difficulties and adapt to change. In a financial crisis, developing this trait is essential.

WHAT TO DO?

- ✓ **Continuous learning –** Knowledge is power! Keep educating yourself and your family financially about saving strategies, investments, and debt management. The better you understand your financial situation, the better decisions you can make. Effective money management is a skill that can make the difference between stability and financial chaos, especially in times of crisis.
- ✓ **Be open** to the idea that your plans may fail, **but learn to adapt quickly**. If a source of income disappears, look for short-term alternatives.
- ✓ **Adopt a problem-solving attitude *"I CAN DO IT"* –** Instead of focusing on what you cannot control, identify what you can influence. Taking concrete action will help you maintain confidence in your ability to overcome the crisis.
- ✓ **Anticipate obstacles –** Be realistic about the obstacles that will arise and prepare yourself mentally for them. Realistic expectations will help you manage disappointments better and stay motivated.

SURVIVING THE ECONOMIC CRISIS = ADAPTATION	
Uncertainty – Instability – Financial pressure	
1. FINANCIAL STABILIZATION ✓ Income and expense analysis. ✓ Essential / Non-essential. ✓ Budget reorganization. 	**2. FINANCIAL PROTECTION** ✓ Emergency fund 3-12 months. ✓ Debt management. ✓ Prioritization / renegotiation. ✓ No risky debts. 
3. ECONOMIC RESILIENCE ✓ Income diversification. ✓ Professional skills. ✓ Savings ←→Liquidity. 	**4. CONSUMPTION OPTIMIZATION** ✓ Cost reduction. ✓ Energy / utilities. ✓ Contracts and services. ✓ Basic reserves. 
5. PLANNING and SUPPORT ✓ Short-term plan. ✓ Medium-term plan. ✓ Rights, support programs. 	**6. PSYCHO-SOCIAL RESILIENCE** ✓ Emotional control. ✓ Rational decisions. ✓ Family / Community support. 

CREATING A CONCRETE AND MEASURABLE FINANCIAL PLAN

MODEL

- ✓ **This action plan is just a model that can be adapted** according to each person's circumstances.
- ✓ **The key to success is consistency** in applying these steps, regularly evaluating progress, and adjusting when necessary.
- ✓ Once such a plan is implemented, you will have better financial stability and be prepared to face any future economic crisis.

1. DEFINING FINANCIAL OBJECTIVES – specific, measurable, achievable, relevant, and time-bound

SHORT-TERM OBJECTIVES 0-1 year

1. Reducing current debts by ___ (exact amount) within 6 months, _____ (exact deadline).
2. Creating an emergency fund worth ____ (exact amount - 1-3 months of expenses), by the date _____ (deadline)
3. Saving for a specific purchase (e.g., a gadget, a vacation).

MEDIUM-TERM GOALS 1-5 years

4. Saving the amount of _____ for a housing down payment by the date of _____.
5. Fully paying off by the date of _____ the total amount of _____ of the loan (e.g., auto loan).
6. Building by the date of _____ a savings fund worth _____ dedicated to children's education.

LONG-TERM GOALS 5+ years

7. Securing by the date of _____ a voluntary pension worth _____.
8. Purchasing by the date of _____ a home of your own with a minimum value of _____

2. ASSESSING THE CURRENT FINANCIAL SITUATION – deadline: one week

2.1. PERSONAL FINANCIAL AUDIT

INCOME		EXPENSES				DEBTS
		MODULES		NON-ESSENTIAL		
Salary		UTILITIES: Rent		DINING OUT:		Installments, mortgages, consumer loans, credit card debts, etc.
Pension		Mortgage payment				
Rental income		Water				
Bonuses		Gas				
.....		Electricity				
		Garbage				
		Internet, TV				
		Road tax		NETFLIX, HBO, CINEMA, THEATER, EXHIBITIONS, CONCERTS:		
		Car insurance				
		Home insurance				
		Health insurance				
		.....				
		FOOD:				
		TRANSPORT: Fuel		VACATIONS:		
		Public transport				
		Car maintenance				
		.....				
		HEA: Hygiene products				

			Medications				
			Medical consultations				
			Treatments		**HOUSEHOLD, YARD**	.....	
			Medical subscriptions				
		SCHOOL FEES					
TOTAL							

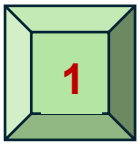
2.2. CASH FLOW ANALYSIS

TOTAL INCOME	TOTAL EXPENSES	CASH AVAILABLE

3. CREATING THE CONCRETE FINANCIAL PLAN – Now that you have a clear understanding of the current financial situation and the goals. The next step is creating a concrete financial plan.

SAVINGS STRATEGIES	– **SET YOUR BUDGET –** create a realistic monthly budget that reduces non-essential expenses and allows for monthly savings. This budget includes all income, expenses, and savings made. – **AUTOMATE YOUR SAVINGS –** set up automatic transfers from your salary/pension account to your savings account to ensure you save consistently and to avoid delays.
DEBT MANAGEMENT	– **PRIORITIZE YOUR DEBTS –** use methods such as ***"AVALANCHE - paying off debts with the highest interest rates first"*** or ***"SNOWBALL - paying off smaller debts first to gain motivation."*** – **NEGOTIATE YOUR DEBTS –** talk to creditors to get lower installments or favorable payment plans.
INCREASING ADDITIONAL INCOME	– Identify and implement, on a short and medium term (1-6 months), sources of additional income. – Setting a clear additional income goal (e.g., 500-1000 RON monthly) and monitoring progress.
CREATING AN EMERGENCY FUND	– Saving an emergency fund that covers 3-6 months of essential expenses. Allocate a percentage of your monthly income (e.g., 10-15%) and deposit this money into a separate account dedicated to the emergency fund.
IMPLEMENTING, REEVALUATING, ADJUSTING AND MONITORING THE PLAN	– **SETTING THE SCHEDULE –** for each stage of the plan, including monthly savings, debt payments, and periodic reviews. – **SCHEDULE MONTHLY REVIEWS** to check whether you are staying within budget and meeting your established goals. – **ADJUST YOUR PLAN** according to changes in your financial situation; be flexible and ready to adjust/modify based on the evolution of income and expenses.

- ✓ WITH THIS COMPLETED PLAN, YOU CAN ACHIEVE LASTING FINANCIAL STABILITY!
- ✓ CONTINUOUS MONITORING AND PLAN ADJUSTMENT ENSURE YOU STAY ON THE RIGHT PATH TOWARD ACHIEVING YOUR ESTABLISHED GOALS.



PEDAGOGICAL METHODS FOR TRANSMITTING INFORMATION

WORKSHEET – INTEGRATED APPLIED EXERCISE

PARTICIPANTS – professionals .
PURPOSE – Developing instructors' competence to facilitate, adapt, and evaluate applied exercises on surviving medium- and long-term economic crisis, as well as their ability to transfer the method to learners in different educational contexts.
OBJECTIVES – By the end of the exercise, instructors will be able to:

- **Conceptually clarify economic crisis**, distinguishing it from other types of crisis – financial, social, political – in accessible language applied to survival.
- **Explain the characteristics and triggering factors of economic crises**, using relevant examples and simple visual structures (diagrams, flipcharts).
- **Facilitate the analysis of the crisis's impact on personal financial situations**, guiding learners in identifying risks and critical areas.
- **Model and transfer minimal financial planning methods in crisis**, adapted to learners' competence levels and the socio-economic context.
- **Integrate the psychological and social dimension of resilience** into teaching economic survival, supporting decision-making under stress.
- **Use observation and assessment tools** to measure both content understanding and learners' facilitation competence.

STAGE 1 – RECOGNIZING THE CRISIS – GUIDED BRAINSTORMING AND SITUATION ANALYSIS

- **Hand out the exercise scenario sheet and assign the tasks:**

EXERCISE SCENARIO SHEET

- *Read the scenario below and answer the two questions.*

SCENARIO

"A household's income has decreased by 25% over the last 6 months. Living costs have increased. There is uncertainty about employment for the next 12 months."

TASKS

1. *Determine whether the described situation represents a temporary problem or an economic crisis.*
2. *Identify at least 3 characteristics of the economic crisis present in the scenario.*

IDENTIFIED CHARACTERISTICS:

- **.....**
- **.....**

INDICATIVE SOLUTION

1. *"The described situation exceeds the level of a temporary difficulty and can be classified as an economic crisis, because it affects financial stability in the medium term and reduces adaptive capacity."*

"The described situation represents an economic crisis, because it is prolonged, generates uncertainty, and has a systemic impact on the household's financial situation."

Argumentation:

- *the reduction of* **income** *is* ***significant*** *(25%) and* ***prolonged*** *(6 months);*
- *there is* **uncertainty** ***in the medium term*** *(the next 12 months);*
- *the increase in* **living costs** *amplifies financial pressure;*
- *the* **household's** *ability to maintain financial stability is affected.*

2. *CHARACTERISTICS OF THE ECONOMIC CRISIS IDENTIFIED IN THE SCENARIO*

CHARACTERISTIC 1 – PROLONGED DURATION

Justification:

- *the decrease in income has persisted for at least 6 months;*
- *there is no clear prospect of a quick recovery.*

CHARACTERISTIC 2 – HIGH UNCERTAINTY

Justification:

- *job insecurity for the next 12 months;*
- *impossibility of medium-term financial planning.*

CHARACTERISTIC 3 – SYSTEMIC IMPACT ON THE HOUSEHOLD

Justification:

- *affects both income and expenses simultaneously;*
- *puts pressure on savings, debts, and daily decisions.*

CHARACTERISTIC 4 – REDUCED DECISION-MAKING CAPACITY

Justification:

- *financial stress increases;*
- *decisions become reactive, not planned.*

STAGE 2 – ANALYSIS OF PERSONAL IMPACT – INDIVIDUAL WORK + PAIR DISCUSSION

***TASK** – Analyze the impact of the crisis on your personal financial situation, using the four key areas –* **INCOME / EXPENSES / SAVINGS / DEBTS**

ANALYSIS TABLE:

	WHAT HAPPENS DURING A CRISIS?	IDENTIFIED RISKS
INCOME		
EXPENSES		
SAVINGS		
DEBTS		

REFLECTION QUESTIONS:

1. *Which area becomes critical first?*
2. *Which area can be controlled immediately?*

ANALYSIS TABLE – INDICATIVE SOLUTION

	WHAT HAPPENS IN A CRISIS?	IDENTIFIED RISKS
INCOME	- Significant and prolonged decline in income; uncertainty about keeping one's job.	- Total loss of income; inability to cover essential expenses
EXPENSES	- Rising cost of living (food, utilities); pressure on the monthly budget.	- Budget imbalance; accumulation of debt for current expenses
SAVINGS	- Using savings to cover current expenses.	- Rapid depletion of the reserve fund; lack of a safety net
DEBT	- Increased risk of resorting to loans or payment deferrals.	- Over-indebtedness; penalties; deterioration of the financial situation in the long term

INDICATIVE ANSWERS

1. Which area becomes critical first?

– ***The income area*** *becomes critical first, because its decline is the main cause that triggers financial imbalance. It immediately affects the household's ability to cover current expenses.*

2. Which area can be controlled immediately?

– ***The expenses*** area can be controlled most quickly, by reducing or postponing non-essential expenses and prioritizing basic expenses.

STEP 3 – PLANNING AND DECISION – STRUCTURED APPLICATIVE EXERCISE / mini financial plan.

TASK – Develop a minimal crisis financial plan using the structure below.

PLAN STRUCTURE

1. **Essential expenses that CANNOT be eliminated:**
   .....
2. **Expenses that can be reduced or postponed:**
   .....
3. **Major financial risks:**
   .....
4. **Immediate stabilization measures:**
   .....

INDICATIVE SOLUTION

MINIMAL CRISIS FINANCIAL PLAN

The minimal crisis financial plan involves protecting essential expenses, reducing non-essential expenses, identifying major risks, and applying immediate stabilization measures.

*1. **ESSENTIAL EXPENSES THAT CANNOT BE ELIMINATED***

- *basic food;*
- *utilities (electricity, water, heating);*
- *housing (rent / mortgage);*
- *essential medical expenses;*
- *transport needed for work or essential activities.*

Justification:

- *These expenses are directly related to survival and the minimal functioning of the household.*

2. EXPENSES THAT CAN BE REDUCED OR POSTPONED

- *entertainment, outings, non-essential subscriptions;*
- *non-urgent purchases (home appliances, gadgets);*
- *vacations, optional travel;*
- *premium services (TV subscriptions, extended phone plans);*
- *impulsive or comfort spending.*

***Justification**:*

- *These expenses can be adjusted quickly without affecting immediate survival.*

3. MAJOR FINANCIAL RISKS

- *complete loss of employment;*
- *depletion of savings;*
- *inability to pay installments or bills;*
- *accumulation of high-interest debt;*
- *cost of living rising above income levels.*

***Justification**:*

- *Identifying risks allows anticipating and preventing the accelerated deterioration of the financial situation.*

4. IMMEDIATE STABILIZATION MEASURES

- *reassessing the monthly budget and prioritizing expenses;*
- *building or protecting a minimum reserve fund;*
- *renegotiating installments, rents, or service contracts;*
- *identifying alternative or additional sources of income;*
- *postponing major financial decisions.*

***Justification**:*

- *Immediate measures aim to stabilize the situation and maintain financial control in the short term.*

STAGE 4 – PSYCHOLOGICAL AND SOCIAL RESILIENCE – GUIDED REFLECTION + GROUP DISCUSSION

Instructions for participants:

Answer the following questions, relating them to the analyzed situation:

1. *What emotional reactions might arise in such a crisis?*
2. *What strategies can help maintain decision-making clarity?*
3. *What forms of social support can be activated?*

Workspace:

EMOTIONAL REACTIONS:

.....

MANAGEMENT STRATEGIES:

.....

SOURCES OF SUPPORT:

.....

REFERENCE ANSWERS

1. What emotional reactions might arise in such a crisis?

- *anxiety about the future and financial security;*
- *fear of losing one's job;*
- *constant stress and emotional exhaustion;*
- *feeling of loss of control;*
- *irritability or family conflicts;*
- *discouragement or lack of motivation.*

EXPLANATION – *Prolonged uncertainty and financial pressure affect emotional adaptability and can lead to intense or persistent reactions.*

2. What strategies can help maintain decision-making clarity?

- *structuring financial information (clear budget, priority lists);*
- *making decisions step by step, not impulsively;*
- *separating facts from assumptions;*
- *setting realistic short-term goals;*
- *maintaining a daily routine;*
- *limiting exposure to alarming information.*

EXPLANATION – *Decision-making clarity is supported by organization, realism, and stress management.*

3. What forms of social support can be activated?

- *support from close family;*
- *open discussions with the partner or household members;*
- *informal networks (friends, community);*
- *professional support (financial, psychological counseling);*
- *accessing social or community support programs.*

EXPLANATION – *Social support reduces isolation, increases adaptability, and supports informed decision-making.*

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Survival during political and social crises means avoidance, adaptation, and personal responsibility—not involvement or confrontation.

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MODULE IV – SPECIFICS FOR SURVIVAL IN POLITICAL/SOCIAL CRISIS SITUATIONS

- ✓ The nature of political and social crises – how you explain the political/social crisis
- ✓ Personal safety during civil unrest – how to train without creating risk
- ✓ Monitoring and safety with the help of technology – how to teach without creating vulnerabilities.

MAP OF THE INTEGRATED SURVIVAL COURSE
PLACE OF MODULE 4 – THE SPECIFICS OF SURVIVAL IN POLITICAL/SOCIAL CRISIS SITUATIONS



Within the structure of the **integrated survival course in crisis situations, MODULE 4 – *Survival specifics in political and social crisis situations*** – serves to make the transition from crises with predominantly external and visible triggers – environment, major accidents, armed conflicts, economic crises – to crises characterized by internal instability, social volatility, and high psychological pressure.

If previous modules build the conceptual and tactical, operational foundations of survival, **this module deepens the behavioral, informational, and decisional dimension of crises, where risk is generated mainly by social dynamics and the escalation of collective tensions.**

MODULE 4 is based on the skills refined and developed in previous modules and extends them by integrating crowd analysis, informational manipulation, and individual emotion management in contexts of uncertainty and polarization. In this curricular logic, it prepares instructors for the upcoming modules dedicated to health crises and vulnerable groups, providing an essential framework for understanding how social behavior, communication, and risk perception influence survival in any type of complex crisis.

CONTENTS

MODULE 4 – SURVIVING POLITICAL/SOCIAL CRISIS SITUATIONS





4.1 NATURE OF POLITICAL AND SOCIAL CRISES

1 **SPECIFIC INFORMATION DELIVERED – What is a political/social crisis; Frequent causes; Phases; Early signals; Importance of preparation; The role of propaganda and emotional manipulation; Managing one's own opinions and emotions.**

2 **PEDAGOGICAL METHODS FOR DELIVERING INFORMATION EXERCISE SHEET – COMPARATIVE ANALYSIS, APPLIED EXERCISE, GUIDED DISCUSSIONS.**

4.2. PERSONAL SAFETY DURING CIVIL UNREST

3 **SPECIFIC INFORMATION DELIVERED –** Crowd behavior patterns; The avoidance principle as a survival strategy; Psychological escalation thresholds; Management of tense groups.

4 **PEDAGOGICAL METHODS FOR CONVEYING INFORMATION – EXERCISE SHEET – ANALYSIS OF TEACHING EXERCISES *"well-designed and safe"* AND THOSE *"less well-designed,"* FEEDBACK AND APPLIED DISCUSSIONS.**

4.3. MONITORING AND SUPERVISION WITH THE HELP OF TECHNOLOGY

5 **INFORMATION SPECIFICALLY CONVEYED –** Use of information sources; Monitoring risk situations; Technology abuse; The limits of technology.

6 **PEDAGOGICAL METHODS FOR CONVEYING INFORMATION – EXERCISE SHEET – MONITORING AND SUPERVISION WITH THE HELP OF TECHNOLOGY. CASE STUDY – TECHNOLOGY ABUSE, CONTENT FILTERING AND INSTRUCTOR RESPONSIBILITY**



INTRODUCTION

The module „*Survival Specifics in Political and Social Crisis Situations",* designed for professionals level has as its main objective that instructors be able to convey knowledge and skills in a sensitive field, characterized by a high potential for polarization, emotional charge and risk of ideological interpretation, without politicizing them. The module's approach is strictly analytical, neutral and oriented towards safety, prevention and educational responsibility, with the instructor having the essential role of maintaining a balanced, safe and controlled training framework.

The first section of the module aims at **understanding the nature of political and social crises** from a descriptive and functional perspective, without reference to doctrines, ideologies or political positions. Professionals will work with operational definitions, types of causes and phases of crisis evolution, learning and practicing to explain these concepts to trainees in a clear, accessible and value-free manner. Particular emphasis is placed on identifying early signs of crisis escalation, analyzing propaganda and emotional manipulation mechanisms, and managing one's own opinions and affective reactions, so that the training process remains focused on safety and prevention competencies, not on debate or persuasion.

The second component of the module is dedicated to **personal safety during civil unrest,** focusing on the correct transfer of knowledge about crowd behavior and the dynamics of tense situations. Professionals understand these mechanisms and learn how to teach them, how to anticipate trainees' reactions, and how to manage discussions or simulations that can generate stress, fear or emotional escalation. The principle of avoidance as a survival strategy, psychological escalation thresholds, elements of managing tense groups, and clear criteria for stopping simulations are addressed, all integrated into a safe and reproducible teaching methodology.

The last part of the module addresses **the use of technology as a tool for monitoring, information, and support in crisis situations**, from the instructor's perspective. The focus is not only on technical competence, but on the ability to explain the limits, risks, and responsibility of using technology in unstable contexts, avoiding over-reliance on digital sources or unnecessary exposure to risk.

Overall, the module aims at developing professionals who can deliver sensitive content with professionalism, self-control, and discernment, ensuring a coherent, safe, and adaptable training process suited to the complex realities of political and social crises.

IMPLEMENTATION PLAN FOR MODULE 4 –
PARTICULARITIES OF SURVIVAL IN POLITICAL/SOCIAL CRISIS SITUATIONS

1. **TYPE –** course for professionals .

2. **PARTICIPANTS –** instructors, professionals from different crisis-related fields.

3. **GENERAL OBJECTIVES –** instructors will be able to teach sensitive content on political/social crises without politicizing them, manage heterogeneous groups with divergent opinions, and adapt content to different local contexts.

4. **SPECIFIC OBJECTIVES –** By the end, instructors will be able to:

- Design a training module on political/social crises adapted to the context.
- Facilitate tense discussions without escalation.
- Assess the security risks generated by the training process itself.
- Supervise practical exercises without inducing illegal or dangerous behaviors.
- Train other instructors while respecting neutrality, legality, and safety.

5. **STRUCTURE OF MODULE 4**

- 40% **–** information / didactic content.
- 40% **–** teaching methodology.
- 20% **–** ethics, safety, responsibility.

7.1 THE NATURE OF POLITICAL AND SOCIAL CRISES ***– explaining political/social crises without ideologizing.***

DIDACTIC CONTENT (what is taught)

- What is a political/social crisis.
- Common causes of a political/social crisis.
- Phases of a political/social crisis.
- Identifying early warning signs of escalation.
- The importance of individual preparedness?
- The role of propaganda and emotional manipulation.
- Managing one's own opinions and emotions so that the training remains neutral, focused on safety and prevention.

TRAINING METHODS (PEDAGOGICAL RECOMMENDATIONS)

- Explanatory presentation.
- Comparative analysis of two presentations of a situation – one neutral, one politicized. / Exercise in reformulating sensitive messages. / Guided discussions.

7.2. PERSONAL SAFETY DURING CIVIL UNREST

DIDACTIC CONTENT (what is taught)

- Models of crowd behavior and understanding them.
- The principle of avoidance as a survival strategy.
- Psychological thresholds of escalation.
- Management of tense groups.
- Criteria for stopping a simulation.

TRAINING METHODS (PEDAGOGICAL RECOMMENDATIONS)

- Analysis of some exercises *"well conceived and safe"* and others *"poorly conceived."*
- Observation and feedback among instructors.
- Applicative discussions.

7.3 MONITORING AND SUPERVISION WITH THE HELP OF TECHNOLOGY

DIDACTIC CONTENT (what is taught)

- Use of information sources.
- Monitoring risk situations.
- Abuse of technology and information overload.
- Instructor responsibility.
- Limits of technology in crisis situations.

TRAINING METHODS (PEDAGOGICAL RECOMMENDATIONS)

- Case study on technology abuse.
- Exercise in filtering the content of a message manipulating opinion.
- Discussions about instructor responsibility.
- Demonstrations.

SPECIFIC INFORMATION TRANSMITTED

4.1. NATURE OF POLITICAL AND SOCIAL CRISES – explaining political/social crises without ideologizing.

WHAT IS A POLITICAL / SOCIAL CRISIS

A political or social crisis is a period of instability in which the normal functioning of society is disrupted. In such situations, the relationship between the population and institutions deteriorates, visible tensions appear, and people's safety can be affected, even if they are not directly involved in events.

For an ordinary person, a crisis means not only the events themselves, but especially **the effects on everyday life, and during a political/social crisis such effects are represented by difficulties in getting around, limited access to services, insecurity, or lack of clear information.**

- In addressing political and social crises, the instructor has the responsibility to maintain a neutral training framework focused exclusively on personal safety. The crisis is presented as a situation of instability with potential risk for individuals and communities, not as a confrontation of ideas, opinions, or political positions. From this perspective, the instructor operates strictly within the area of descriptive and functional analysis, avoiding ideological interpretations or assessments such as *"who is right"* or *"who is to blame."*
- **The focus of the training** is on explaining what is observably happening, identifying the points where risks arise, and how these developments can affect personal safety and daily life. The instructor describes facts, processes, and practical consequences, focusing on the impact on the individual and on behaviors that can reduce exposure to danger, without expressing or supporting political opinions.
- **The language used** is clear, descriptive, and functional, adapted to the purpose of training for survival, maintaining safety, and protecting the person. The instructor avoids emotionally or ideologically charged phrasing, preferring neutral terms such as *"risk," "impact," "behavior," "adaptation"* or *"preventive measures,"* which support a pragmatic and action-oriented approach.
- **The examples and case studies** used in the training process are selected from generalized contexts or from historical situations presented objectively, for illustrative purposes, without direct reference to current political events or doctrinal positions. In this way, the instructor ensures a safe, coherent, and reproducible educational process, centered on prevention and survival skills, not on debate or persuasion.





Flipchart use

For synthesis, the flipchart is used →

Political and social crises **CAN ARISE FROM MULTIPLE REASONS**, which often combine with each other. **The most frequent causes** are generated by:

- **Economic tensions**, such as the rising cost of living, unemployment, or heightened inequalities;
- **Contested elections**, when part of the population does not trust the fairness of the electoral process;
- **Lack of trust in institutions**, perceived as ineffective, corrupt, or unable to respond to people's needs.

- **These causes are presented as contextual factors, not as political arguments.**
- **Examples –"***.... as a result of prolonged economic tensions;*
  - *.... following contested or perceived unfair elections;*
  - *.... due to lack of trust in institutions;*
  - *.... because of heightened social polarization."*
- **The emphasis is on the fact that these causes can arise in any society** and can generate instability regardless of the political system.

Political and social crises **CAN MANIFEST IN DIFFERENT FORMS,** with varying levels of risk for the population. Thus, we may witness:

- **Protests** – gatherings of people expressing their discontent. They can be peaceful but can quickly turn into dangerous situations.
- **Strikes** – cessation of activity in certain sectors - transport, health, education, with a direct impact on daily life.
- **Riots** – violent, often spontaneous demonstrations that can lead to destruction, injuries, and forceful interventions by authorities.
- **Blockades** – occupying or blocking roads, institutions, or important infrastructure.

- **Examples** of neutral manifestations, used by the instructor:
  - *peaceful or violent protests;*
  - *strikes and economic blockades;*
  - *urban riots;*
  - *blocking infrastructure or institutions.*
- Thus, one avoids evaluating their legitimacy and discusses exclusively the associated risks for the population.

TO AVOID
- Excessive simplification or attributing a single cause.
- Discussions about "*culprits*" or "*those responsible*".
- Inviting trainees to express personal political opinions.

RECOMMENDED
- Presenting multiple causes – economic, institutional, social.
- Correlating causes with types of manifestation.
- Emphasis on consequences for daily life.

Use flipchart for synthesis

For an uninvolved person, these manifestations represent sources of risk, regardless of the reasons that generated them. **CRISES USUALLY EVOLVE THROUGH SEVERAL PHASES**, and understanding these phases will help you anticipate the moments when risks increase:

First phase is TENSION, discontent emerges, we witness conflicting discourse, and many rumors appear.

The second phase is the OUTBREAK OF THE CRISIS. Protests and public reactions appear, frequent and numerous.

The third phase is represented by the ESCALATION OF THE CRISIS – violence emerges, chaos sets in, and blockages intensify.

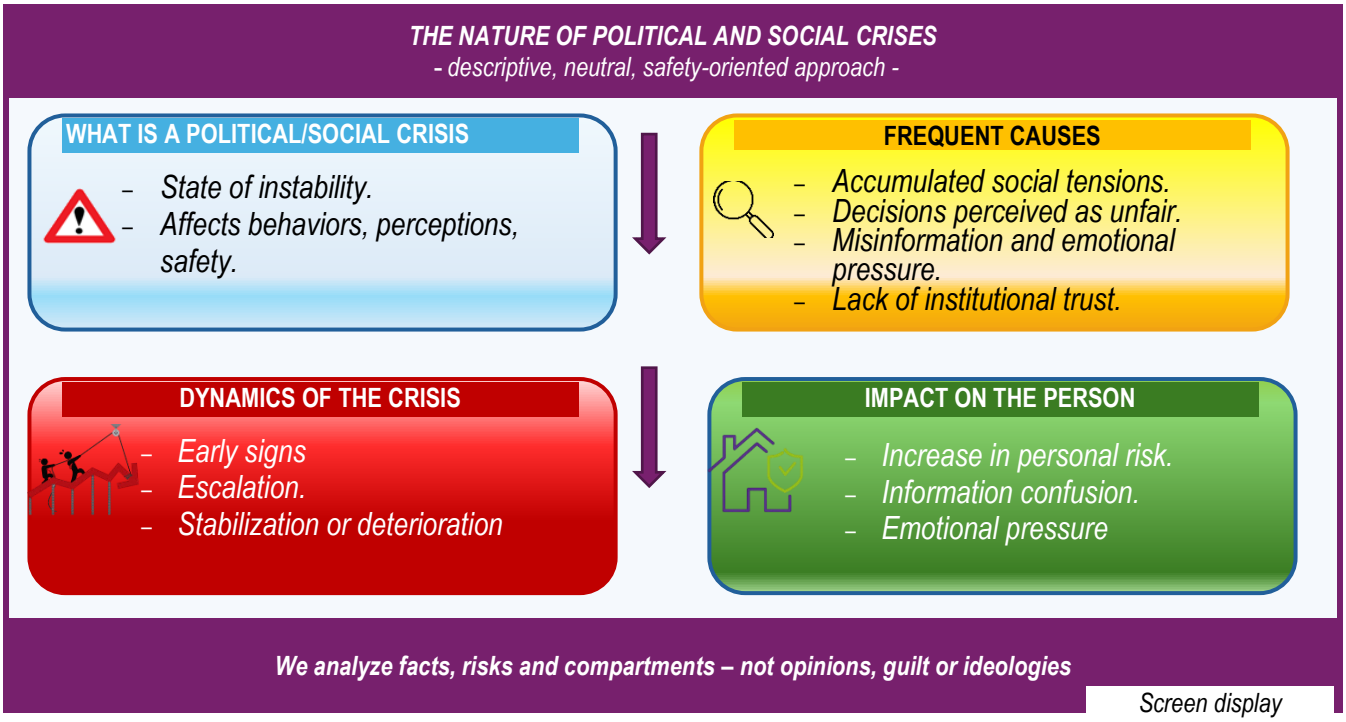
The final phase is CALMING or **PARTIAL COLLAPSE.** In this phase, the situation gradually stabilizes, or in the case of a partial collapse, certain services no longer function normally.

- **The phases of a political/social crisis are explained as a process**, to help participants understand that risks increase progressively and that the moment of withdrawal is essential.
  - **Tension** – accumulation of discontent, polarizing, conflicting discourse, rumors.
  - **Outbreak** – catalyst event.
  - **Escalation** – expansion of violence or chaos.
  - **Calming or partial collapse** – *gradual recovery* or deterioration of social functioning.
- This information helps learners understand the optimal moment for avoiding risk.

TO AVOID
- Teaching the phases as a rigid or predictable process.
- Dramatic examples that induce fear.
- Emotional simulations of escalation.

RECOMMENDED
- Presenting the phases as guiding models.
- Identifying observable early signs and correlating each phase with safety decisions.

Use a flipchart for synthesis



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There are certain SIGNS THAT MAY INDICATE THAT A SITUATION IS WORSENING. Recognizing these signs early will allow you to **make timely avoidance and protection decisions and will help you survive**. The most important of these are:

- increased frequency of incidents, tensions and aggressive language in the public space;
- blocking of transport or of certain areas;
- appearance of contradictory or alarming information;
- massive presence of law enforcement at critical infrastructure points;
- appearance of rumors and strong emotional appeals;
- widespread state of tension.

- **The observable signs are explained and presented as risk indicators, not as political predictions.**

During crises, **INFORMATION IS DISTORTED OR EXAGGERATED**. **Alarmist messages, rumors and emotional manipulation** can amplify fear and lead people to make risky decisions. That is why it is very important to verify the information you receive, to avoid impulsive reactions and to be aware that your emotions, perhaps normal for the situation you are facing, are often exploited.

- **It is explained, at a general level, that in crises:**
  - information can be manipulated;
  - emotions are intentionally amplified;
  - rumors increase panic.
- **The instructor does not detail the technical mechanisms for these situations, but only aims to raise awareness of the phenomenon, emphasizing the need for critical thinking and caution.**

TO AVOID

- Analysis of concrete political messages or real actors.
- Exposing or morally evaluating propaganda.
- Stimulating indignation or emotional reactions.

RECOMMENDED

- Explaining general manipulation mechanisms.
- Hypothetical or historical examples.
- Emphasis on effects on perception and behavior.

A flipchart is used for synthesis.

Moreover, it is very important **TO MANAGE YOUR OWN OPINIONS AND EMOTIONS.** This can be done by avoiding excessive emotional involvement in events, staying focused on your safety and that of those close to you, avoiding confrontations and risky public stances, and not reacting impulsively to provocations. We can say that neutrality and calm are essential tools for **prevention and survival** in contexts of instability.

- **The importance of controlling one's own opinions and emotions is emphasized** to maintain a climate of safety and neutrality.
- The **instructor's role as a behavioral model** and the impact that their reactions can have on the group are discussed.
- **The instructor assumes the role of a stabilizing factor**:
  - does not amplify emotions;
  - does not validate radical positions;
  - keeps the focus on safety, prevention, and personal responsibility.

But perhaps the most important thing you can do is **TO PREPARE IN ADVANCE FOR THESE SITUATIONS.** We can confidently say that a prepared person knows how to make prudent decisions, knows how to avoid dangerous areas and protect their family, reducing exposure to risk.

- **The need for individual preparation is justified** by the direct impact of the crisis on daily life:
  - disruption of transportation;
  - limited access to services;
  - increased insecurity;
  - communication difficulties.
- **The purpose of preparation is to reduce exposure to risk, not to control the situation.**
- **Political and social crises are risk situations not contexts where you must take a stand**, they are not subjects of ideological debate in this course, situations that require understanding, neutrality, prudence, and individual preparation.
- **The instructor's role is to maintain, as a priority, – training constantly oriented toward safety, prevention, and responsible decision-making**.

- Also, in the presentation of information, a **clear distinction is made between preparation for survival** and **activism,** which involves engagement, taking positions, and confrontation – **aspects that are NOT part of the course's objectives**.
- The **distinction by instructors between facts and opinions** is very **important.** To do this, **the difference between facts and opinions is very clearly explained.**
  - **Facts are verifiable information** – events, measures, observable situations, and in the teaching process, facts are presented as such without qualifiers;
  - **Opinions are personal interpretations**, evaluations, or beliefs, and in the teaching process, personal opinions are not expressed by the instructor and are managed only when they arise from learners, by redirecting to the impact on safety.
- **Example** - *"Regardless of the reasons for the protest, the presence of a large number of people in a confined space increases the risk of accidental violence."*

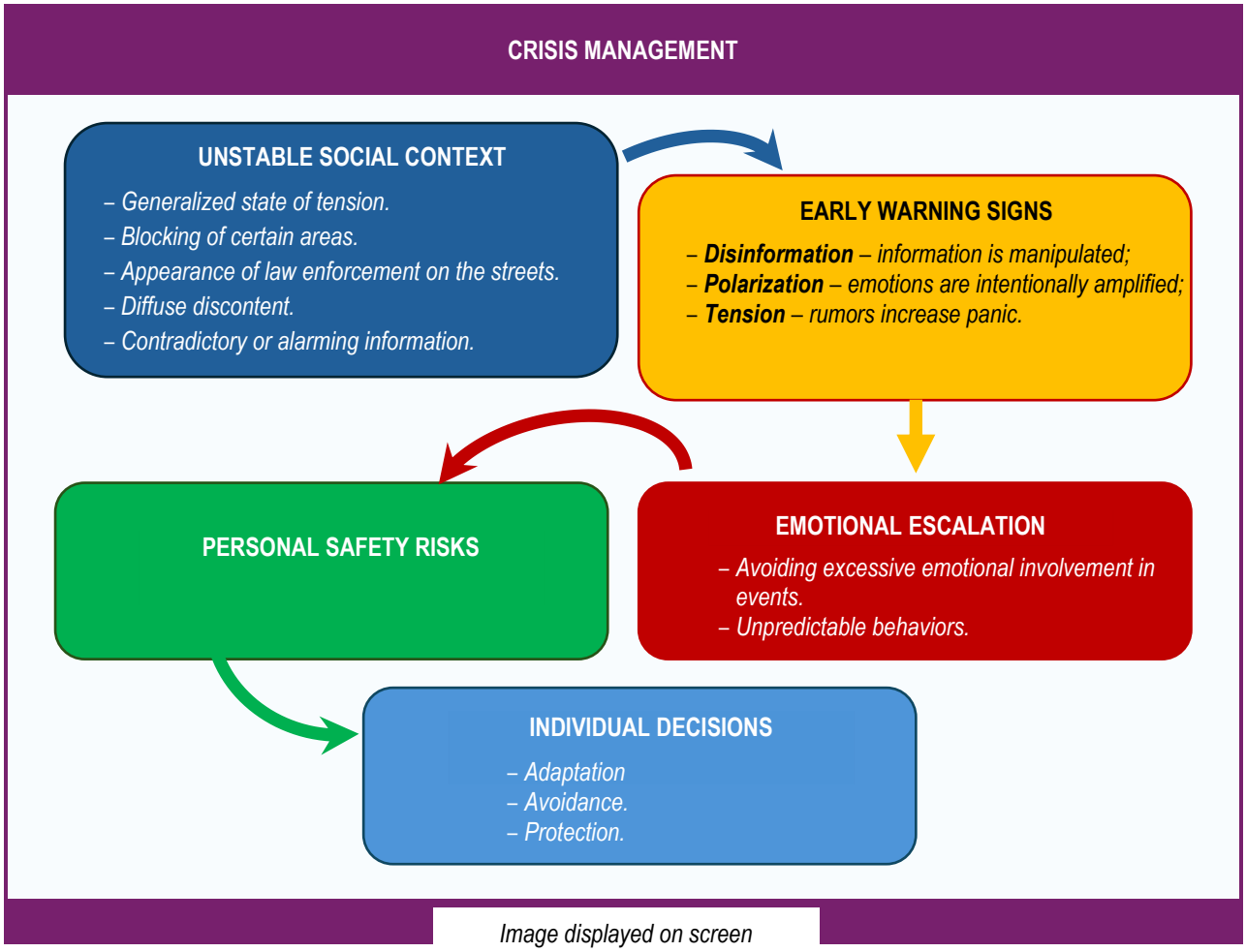
TO AVOID

- Expressing personal opinions.
- Implicit validation of learners' positions.
- Emotional or militant language.

RECOMMENDED

- Emotional self-control and predictable discourse.
- Clear separation of facts from interpretations.
- Constant refocusing on safety and prevention.

Use flipchart for synthesis



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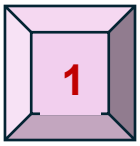


EXERCISE SHEET – THE NATURE OF POLITICAL AND SOCIAL CRISES
COMPARATIVE ANALYSIS, APPLIED EXERCISE, GUIDED DISCUSSIONS

LEVEL – Professionals.
RESOURCES – Flipchart / whiteboard, markers, worksheets.
PURPOSE – recognizing politicized language and developing the capacity of instructors to control content, language, and group dynamics when teaching sensitive topics.
SPECIFIC OBJECTIVES – Professionals are trained to:
- identify didactic risks hidden in seemingly neutral formulations;
- anticipate trainees' reactions;
- correct and reformulate content without generating conflict or polarization.

STAGE 1 – COMPARATIVE ANALYSIS OF TWO MESSAGES THAT MAY BE PART OF SCENARIOS – NEUTRAL VERSION / POLITICIZED VERSION

- **The exercise is opened and the following task is set:**
  - ***"Analyze the two messages from a dual perspective:***
    - ***content*** *– what is conveyed explicitly and implicitly;*
    - ***didactic process*** *– what effect it may have on professional and on the training climate.*
  - ***Reformulate the politicized message*** *to prevent polarization and unnecessary emotions, and argue what was replaced and why?."*

MESSAGE 1 – NEUTRAL VERSION – **didactic model**

"Following a contested administrative decision, public gatherings took place in several urban areas. Traffic was partially restricted, and some transport services experienced delays. The authorities introduced additional public order measures. For the population, the main risks are crowding, temporary blockages, and possible isolated incidents."

MESSAGE 2 – POLITICIZED VERSION – **example of pedagogical risk**

"The controversial decision of the leadership provoked strong reactions from the population, dissatisfied with the way in *which citizens' rights are being treated. The protests disrupted city life, and the authorities' intervention was perceived by many as disproportionate."*

INDICATIVE ANSWERS

1. POTENTIAL DIDACTIC IMPACT

MESSAGE 1 – NEUTRAL
- *Can contribute to a calm training climate focused on safety.*
- *Concrete risks and protective measures are discussed.*
- *Reduces emotions and polarization.*

MESSAGE 2 – POLITICIZED
- *Can generate ideological debates, strong emotions, polarization within the group.*
- *Risk of conflict among participants, losing the focus on survival and safety.*

2. INDICATIVE VERSION OF REFORMULATING MESSAGE 2 – POLITICIZED, TO MAKE IT NEUTRAL

"Following a contested administrative decision, public gatherings took place in several cities. Traffic was partially restricted, and public transport ran with delays. The authorities increased order measures. For the population, the main risks are congestion, blockages, and possible isolated incidents."

JUSTIFICATION – WHAT WAS REMOVED AND WHY
- The terms *"controversial," "dissatisfied," "the way citizens' rights are treated," "disproportionate"* were removed – to prevent polarization and unnecessary emotions.
- The content was reformulated with emphasis on facts and existing risks to citizen safety.

STAGE 2 – APPLICATIVE EXERCISE – ROLE-PLAY – INSTRUCTOR'S INTERVENTION IF A TRAINEE USES POLITICIZED LANGUAGE

- **Opens the exercise and assigns roles**
  - **ROLE 1** – **INSTRUCTOR** – the one who practices neutral intervention and redirects the discussion.
  - **ROLE 2** – **TRAINEE WITH POLITICIZED LANGUAGE** – the one who intentionally introduces a politicized or evaluative message.
  - **ROLE 3** – **OBSERVERS** – the others in the group, who follow the instructor's intervention based on clear criteria. Distributes the sheet with the observers' responsibilities during the exercise.
- **The following scenario is presented – "***Let us imagine that you are instructors and during the course you discuss a generic situation of civil unrest with protests, demonstrations, and social tensions. The discussion is initially descriptive and oriented toward identifying risks to personal safety.*
  A trainee, role 2 in our scenario, intervenes with a ***politicized message****, assigns blame, and supports an ideological position.*

  > *"It is clear that things got to this point because of the wrong decisions of those at the top. If the authorities had been more competent, the situation would not have escalated. Some people react this way because they have been manipulated."*
- *What should the instructor do? Examples.*

INDICATIVE SOLUTION

- The instructor politely but firmly interrupts the direction of the discussion;
- Does not validate, but also does not contradict the political opinion expressed;
- Reaffirms the neutral framework of the training process within the course;
- Redirects the discussion toward observable facts and risks to personal safety.

EXAMPLE OF INSTRUCTOR INTERVENTION

"Thank you for your comment. To keep the discussion safe and relevant for everyone, we focus on observable facts and risks to personal safety, not on interpretations or political positions."

REDIRECTING THE DISCUSSION

- After the trainee's intervention, the instructor may ask a question **–** *"What are the concrete risks for a person near a tense crowd?"* or *"What behaviors can reduce exposure to risk in such a situation?", thus redirecting the discussion.*

THE ROLE OF OBSERVERS

Observers evaluate the instructor's intervention based on the following criteria:

- neutrality of language;
- calm tone;
- clarity of the discussion redirecting message;
- ability to bring the group back to the exercise objective.

VARIANTS OF POLITICIZED MESSAGES, useful for different scenarios and teaching objectives

PRACTICING PREVENTIVE DISCUSSION REDIRECTION	**LOW LEVEL – SUBTLE POLITICIZATION**	*– personal opinions, mild judgments, low escalation potential.*
PRACTICING FIRM INTERVENTION, with clear reaffirmation of the neutral framework.	**MEDIUM LEVEL – EXPLICIT POLITICIZATION**	*– blame attribution, moderate polarization, risk of dividing the group. Examples:* – *"The problem is that a certain side is intentionally causing chaos."* – *"It is obvious who is responsible for the escalation of the conflict."* – *"We cannot talk about safety without saying who is wrong."*
PRACTICING IMMEDIATE INTERVENTION TO CLOSE the discussion and protect group safety.	**HIGH LEVEL – ACCENTUATED POLITICIZATION**	*– emotional, accusatory, rapid escalation potential. Examples:* – *"Everything that happens is directly the fault of a group that intentionally destroys society."* – *"Anyone who supports such actions is part of the problem and cannot be ignored."* – *"We cannot remain neutral when some are clearly the enemies."*

STAGE 3 – GROUP DISCUSSION – GUIDELINE ANSWERS

Where is the line between information and interpretation?

- *The line is when we move from presenting observable facts to attributing intentions, political evaluations, or value judgments.*

What responsibility does the instructor have for the indirect effects of the language used?

- *The instructor is responsible for preventing polarization, confusion, negative emotions, and possible risky reactions from trainees.*

What is the difference between what instructors "know" and what is safe to convey to trainees?

- *Instructors may have additional knowledge or political interpretations, but they must convey only verified, neutral information focused on safety and prevention.*

SPECIFIC INFORMATION TRANSMITTED

4.2. PERSONAL SAFETY DURING CIVIL UNREST

Civil unrest is one of the most unpredictable and risky forms of crisis for citizen safety. These risks are not manifested through the violent intent of protest participants, but through the rapid and often uncontrollable dynamics of the crisis context. In such situations, the risk is not determined exclusively by the deliberate actions of individuals, but by collective behaviors, chain reactions, panic, law enforcement interventions, and decisions made under pressure.

This chapter addresses **personal safety from a preventive perspective, focused on reducing risk exposure, avoiding involvement, and maintaining personal control in unstable environments.** The emphasis is on understanding situations that generate danger and adopting simple yet effective individual protection behaviors.

For instructors, this chapter also introduces an essential dimension of **pedagogical responsibility**. **Teaching safety in civil unrest contexts** carries its own risks if carried out without the necessary structure, without neutrality, or through inappropriate simulations. Therefore, the content is designed to be conveyed without creating polarization, maintaining a clear balance between realism and didactic safety.

The essential message conveyed is that in situations of social instability, **the most effective form of protection is intelligent avoidance, and the most valuable competence is the ability to make calm, informed, and responsible decisions** – both in real life and within the training process.

In civil unrest contexts, THE CROWD REACTS UNPREDICTABLY, EMOTIONALLY, AND NOT RATIONALLY. We observe that fear, anger, or panic amplifies, and the direction or target of aggression changes rapidly. The crowd cannot be controlled by an individual. **The individual must adapt to the crowd or avoid it.**

For instructors, teaching crowd behavior is done without sensationalism, the goal being to reduce emotion and increase understanding. This can be achieved by explaining mechanisms rather than concrete events, using generalized or historical descriptions, and avoiding current examples.

AVOID

- Current or controversial examples that can trigger strong emotions.
- Dramatic or sensationalist descriptions of violence.
- Physical simulations or exercises that reproduce crowd chaos.
- Evaluative language *"dangerous", "out of control"* without explanations.

RECOMMENDED

- Generalized descriptions and explanatory models of collective dynamics.
- Analysis of mechanisms - emotional contagion, density, loss of individual control.
- Historical or hypothetical examples presented as such.
- Emphasis on early risk recognition and the decision to withdraw.

A flipchart is used for the summary

AVOIDING GATHERED CROWDS – is one of the most effective and responsible personal protection strategies in situations characterized by instability, difficulty to control, and increased risk. Applying this method should not be interpreted as a form of weakness or lack of courage, but as a rational decision based on risk assessment and understanding the limits of individual control in an unstable environment. **Survival in such situations does not involve directly managing the danger, but reducing exposure to it.**

An essential principle of personal safety is not being in the wrong place at the wrong time. In reality, most serious incidents associated with civil unrest do not affect actively involved individuals, but those accidentally in the area who underestimated how quickly an apparently manageable situation can turn into a dangerous context. For this reason, **EARLY AVOIDANCE** is always safer than trying to adapt within a tense crowd, being an **anticipatory decision**.

Applying this principle relies on simple decisions made in advance. Approaching out of curiosity, the desire to observe, or the tendency to "stay a bit longer" to understand what is happening significantly increases the level of risk without bringing real benefits to personal safety. Once the first signs of tension appear – increased agitation, noise, disorderly movement of the crowd, or intervention by law enforcement – **the safest option is to leave the area calmly and discreetly.**

Within the framework of training, AVOIDANCE is approached as a professional standard for teaching personal safety. Professionals are encouraged to convey this principle as a rational decision, grounded in risk assessment and responsibility toward trainees, not as an emotional or defensive reaction.

The central message to reinforce is that avoidance represents the most predictable and controllable form of reducing exposure to danger, both in real life and within the training process.

Additionally, within the framework of training, narratives such as *"I was there"* must be eliminated as the primary teaching tool. Although individual experiences may seem compelling, they introduce significant pedagogical risks.

Examples of replacing personal narratives with instructional phrasing

- **From personal experience to structural explanation**
  Risky narrative – *"I was caught in a protest that escalated, and I managed to get out because I forced a side exit."*
  Safe instructional phrasing – *"In crowded situations, a safe exit from a crowd typically occurs in lateral areas, where density is lower. The recommended strategy is early identification of these areas and gradual movement toward them, without sudden movements."*
- **From "courage" to risk assessment**
  Risky narrative – *"If you stay calm and muster courage, you can get through highly tense situations."*
  Safe instructional phrasing – *"Maintaining calm is useful, but it does not compensate for objective risk. When the level of tension increases, the recommended decision is to reduce exposure and leave the area, not to test your own limits."*

In conclusion, teaching avoidance at the instructor level involves assuming the role of a professional filter.

TO AVOID

- Associating avoidance with cowardice or lack of courage.
- Personal stories like *"I stayed / I made it."*
- Implicit messages that glorify voluntary exposure to risk.

RECOMMENDED

- Presenting avoidance as a rational decision and a professional standard.
- Wording focused on reducing exposure and prevention.
- Structural examples showing the benefits of early withdrawal.

A flipchart is used for the summary

PSYCHOLOGICAL ESCALATION THRESHOLDS – are critical points in the evolution of a tense situation, where the risk level increases significantly and rapidly. Understanding these thresholds is not intended to anticipate or manage confrontations, but to recognize the moment when personal safety begins to be affected and reducing exposure or withdrawing from the area becomes necessary. **Thus, the emphasis is on early recognition and preventive decision-making, not on reaction.**

Escalation does not occur suddenly, but is preceded by a series of progressive signals, observable in the surrounding environment. These signals should not be interpreted individually, but as a whole. A single indicator may not be relevant, but their combination indicates that a risk threshold is approaching.

WHAT ARE THE EARLY SIGNS OF APPROACHING ESCALATION? These signals should be understood as **decision indicators**, not as reasons for curiosity or involvement:

- **CHANGES IN THE SOCIAL ATMOSPHERE** – increased noise, visible agitation, rapid shifts in collective mood.
- **BEHAVIORAL CHANGES IN THE CROWD** – disorderly movements, sudden stops, pushing, groups fragmenting or compacting.
- **EMERGENCE OF CHANTS, AGGRESSIVE TONE, OR CONFLICTUAL LANGUAGE.**
- **PRESENCE OF LAW ENFORCEMENT,** improvised barriers, restricted access.

It must be understood that there is a threshold beyond which safe options drastically diminish. This is the moment when movement becomes difficult, exits from the crowd are limited, and personal control decreases considerably.

The decision to withdraw must be made before reaching this threshold, not after. Waiting for *"just a little longer"* or wanting to better assess the situation significantly increases the risk.

In the training of instructors, escalation thresholds are approached as tools for analysis and anticipation, not as elements of risky behavioral simulation.

Escalation thresholds are explained by describing observable and generalizable indicators, such as ***an increase in noise levels, rapid changes in collective behavior, the emergence of disorderly movements, or the intensification of aggressive language.*** These elements are presented as decision signals, not as stimuli for reaction.

Thus, the emphasis is on understanding that once a certain threshold is exceeded, safe options rapidly diminish, and early avoidance becomes the only predictable strategy.

Escalation thresholds are discussed at a cognitive level, through situation analyses and abstracted case studies, so that learners can learn to recognize risk without being exposed to it. Proper teaching transforms escalation from a spectacular event into a criterion for withdrawal and prevention.

TO AVOID

- Intentionally raising tension in the room for *"realism."*
- Role-playing with raised voices, movement, or confrontation.
- Inviting learners to describe intense emotional reactions.

Use flipchart for synthesis

RECOMMENDED

- Discussing thresholds as cognitive indicators.
- Clear lists of observable signals.
- Analysis of possible decisions before escalation.

Although avoidance remains the primary personal safety strategy, **there may be EXTREME SITUATIONS in which immediate withdrawal is no longer possible.**

These situations are temporary, and the objective is to reduce risk, avoid drawing attention, and find a safe opportunity to leave the area.

COMMON TYPES OF EXTREME SITUATIONS

- **TRAFFIC OR ROAD BLOCKAGES –** These can occur due to congestion, imposed restrictions, or infrastructure blockage. Forcing one's way through or seeking improvised solutions can increase personal risk.
- **DENSE CROWDS –** High density of people reduces your freedom of movement and decision-making capacity. In such situations, individual behavior is influenced by the general flow, and impulsive reactions can trigger panic.
- **RESTRICTIONS IMPOSED BY LAW ENFORCEMENT FORCES –** May include stops, redirections, or access restrictions.

GENERAL PRINCIPLES OF BEHAVIOR – possible self-protection mechanisms.

- **DO NOT RESIST –** verbal or physical opposition draws attention and can escalate the situation.
- **YOU DO NOT ARGUE –** explanations, justifications, or personal protests do not change decisions made at the crowd control level.
- **YOU FOLLOW THE FLOW –** synchronized movement with the crowd reduces the risk of imbalance or isolation.
- **EXIT LATERALLY WHEN A SAFE OPPORTUNITY APPEARS –** withdrawal is done calmly, without haste, when density allows.

In the training of instructors, the analysis of extreme situations focuses exclusively on the cognitive and decision-making dimension. The goal is for them to convey clear safety principles to trainees, understand risk mechanisms, and evaluate options without exposing the group to danger or extreme emotions.

In discussions about extreme situations, the emphasis is on analyzing the scenario structure, identifying critical points, and evaluating possible alternatives. In this framework, there are no *"real"* scenarios or simulations involving physical confrontation, only controlled discussions based on abstracted or hypothetical descriptions.

The instructor encourages the logical and rational evaluation of each extreme situation through questions such as:

- *What options exist within the limited safety framework?*
- *What is the order of priorities?*
- *What signals indicate the optimal time for withdrawal?*

AVOID

- Reproducing violent or chaotic scenarios.
- Asking trainees to "play roles" or react physically.
- Questions like *"What would you do?"* that promote personal experiences.
- Turning instructors' personal experiences into norms for trainees.

- Exposing trainees to real images or examples of violence.

RECOMMENDED

- Using abstract or hypothetical case studies, described as they were.
- Discussion focused on decision options and risk assessment,
- Presenting general safety principles and avoidance, without personal stories.
- Descriptive, neutral language oriented toward decision and prevention.
- Historical or generalized examples, flowcharts/diagrams for decision-making.

A flipchart is used for synthesis

MANAGEMENT OF TENSE GROUPS - GENERAL PRINCIPLES

- **Avoiding involvement** in ideological or interpersonal conflicts. This reduces the risk of escalation and protects physical and emotional integrity..
- **Maintaining calm and predictable behavior by controlling** emotional reactions, avoiding a raised tone, displaying provocative gestures, and adopting a low profile in a tense group.
- **Recognizing conflicting discussions and discreetly withdrawing from them.** You must not argue, convince others, or engage in tense exchanges. Withdrawal is a survival and prevention strategy.

RULES FOR MOVEMENT AND IDENTIFYING SAFE POINTS

- Plan alternative routes before entering potentially risky areas;
- Identify safe points – exits, open areas, places with good visibility and quick access to transport;
- Recognize dangerous areas and avoid bottlenecks;
- Follow the crowd flow calmly, exiting sideways when a safe opportunity arises;
- Keep visual contact with the environment and do not approach conflicts out of curiosity.

Personal safety in tense groups is based on avoiding involvement, staying calm, and withdrawing discreetly. You must not intervene, but protect yourself and head toward the safe exit.

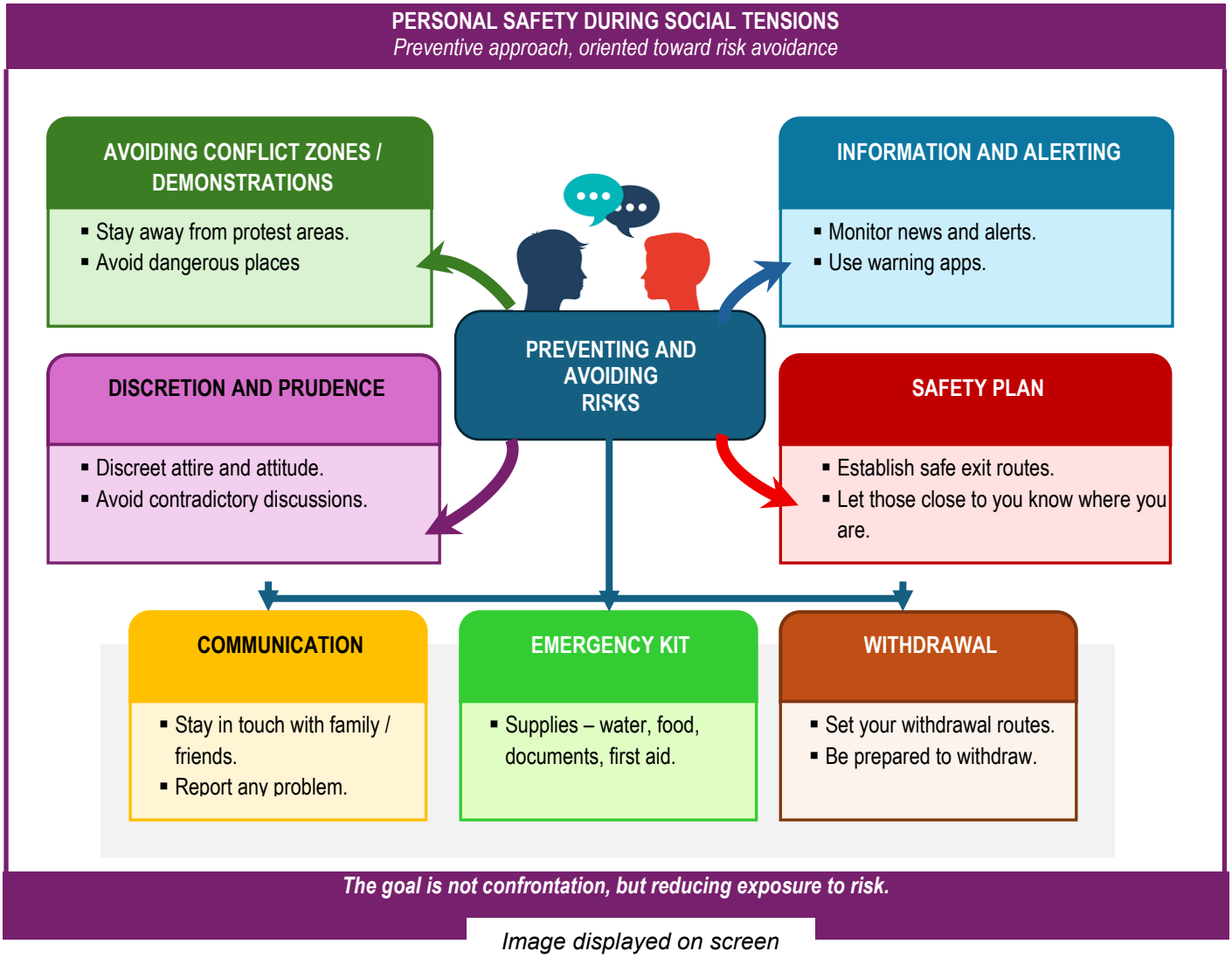
TO AVOID

- Tolerating the vocal dominance of some participants.
- The instructor engaging in ideological debates.
- Implicitly validating extreme opinions through silence.

RECOMMENDED

- Redirecting the discussion toward safety and prevention.
- Neutral reformulation of polarizing statements.
- Establishing and maintaining dialogue rules.

Use a flipchart for synthesis



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STOPPING CRITERIA FOR EXERCISES – the instructor's responsibility for teaching safety

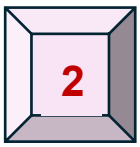
Stopping simulations during exercises had to be treated as an essential professional skill and not as a failure of the activity. Instructors must know that any exercise, no matter how well planned, can become risky if it exceeds the group's ability to process it safely.

Stopping criteria:

- the appearance of emotional overload.
- polarization of discourse.
- loss of neutrality.
- excessive involvement of personal experiences.
- the appearance of ideological conflicts.
- any situation in which the instructor can no longer anticipate the direction of the discussion or the participants' reactions constitutes a legitimate signal to stop.

Instructors will intervene firmly, but calmly, explaining the stopping of the activity as a safety decision.

The message conveyed is that protecting the learners and the learning process takes priority over completing the exercise according to the initial plan.



EXERCISE WORKSHEET – PERSONAL SAFETY DURING CIVIL DISTURBANCES
ANALYSIS OF TRAINING EXERCISES *"well-designed and safe"* AND THOSE *"less well-designed"*
OBSERVATION AND FEEDBACK BETWEEN INSTRUCTORS AND APPLIED DISCUSSIONS

PURPOSE – developing the ability to critically evaluate the teaching exercises used in teaching sensitive subjects, from the perspective of pedagogical safety, neutrality and control over group dynamics.

SPECIFIC OBJECTIVES – The exercise aims for instructors to:

- differentiate appropriate exercises from risky ones;
- identify errors in didactic design;
- provide professional, reasoned, and applicable feedback;
- improve existing exercises.

- **The exercise concept is presented and the worksheet is distributed –** *"You will analyze two exercises proposed for learners, which address political/social crisis situations. One exercise is correctly and safely designed, the other contains methodological errors."*
- ***EXERCISE 1 – EXAMPLE OF A WELL-DESIGNED AND SAFE EXERCISE***
  "Learners receive a generalized description of a social instability situation, without references to current events. They are asked to identify:
  - *risks to personal safety;*
  - *avoidance behaviors;*
  - *safe sources of information."*

  The discussion is guided by the instructor and limited to the impact on everyday life.
- ***EXERCISE 2 – EXAMPLE OF A LESS WELL-DESIGNED EXERCISE (PEDAGOGICAL RISK)***
  "Learners are asked to freely discuss a current political situation and express their opinions about who is responsible for the escalation of events."
  No clear neutrality rules are established, and there is no active intervention in the discussion.
- **TASK 1 is assigned –** *"**Analyze the two exercises** from the perspective of the professional role and **perform** a **comparative analysis** of them. For each exercise, identify:*
  - *the actual didactic objective;*
  - *the level of pedagogical safety;*
  - *emotional or polarization risks;*
  - *the degree of control exercised by the instructor."*
- **Methodical instructions are provided:**
  Work in pairs:
  - *One of you plays the role of the observer;*
  - *Another one of you explains the exercise as if teaching it.*

    The observer notes
    - *clarity of objectives;*
    - *the language used;*
    - *necessary interventions;*
    - *moments of pedagogical risk.*
- **TASK 2 is assigned**
- *At the end, provide structured feedback based on:*
  - *what worked well;*
  - *what should be changed;*
  - *what risks must be prevented.*

GUIDELINE ANSWERS / SOLUTION APPROACH

1. COMPARATIVE ANALYSIS OF THE EXERCISES

EXERCISE 1 – WELL-DESIGNED AND SAFE			
DIDACTIC OBJECTIVE	**SAFETY LEVEL**	**RISKS**	**CONTROL**
– Identifying risks to personal safety and practicing behaviors to avoid street disturbances in contexts of instability.	**HIGH** – generalized context, lack of concrete political references, focus on prevention.	**LOW** – does not solicit personal opinions or positions.	**HIGH** – guided discussion, clear objectives, predictable interventions.
EXERCISE 2 – LESS WELL DESIGNED (PEDAGOGICAL RISK)			
– Debate of political opinions, not development of safety skills.	**LOW** – lack of rules, current and polarizing content.	**HIGH** – conflicts, intense emotions.	**LOW** – the discussion is not structured and not redirected.

- **Conclusion:**
  - **A well-designed exercise** protects the learner, the instructor, and the learning objective.
  - **A less well-designed exercise** can itself become a source of risk.
  - **An exercise is correctly designed** not by the chosen topic, but by the **pedagogical control** exercised over the language, emotions, and interactions within the group.

2. OBSERVATION AND FEEDBACK BETWEEN INSTRUCTORS – GUIDELINE ANSWERS

	CLARITY OF OBJECTIVES	**LANGUAGE USED**	**INTERVENTIONS**	**PEDAGOGICAL RISK**
EXERCISE 1	– objectives are explicit, measurable, and aligned with the course purpose.	– descriptive, neutral language, focused on risk and impact.	– guides, clarifies, and limits digressions.	– minimal, easy to manage.
EXERCISE 2	– objectives are vague or non-existent.	– emotional language with escalation potential.	– the instructor is passive or implicitly validates opinions.	– they appear quickly, especially when learners position themselves emotionally.

STRUCTURED FEEDBACK – MODEL

What worked well
- *clear objectives;*
- *structuring the discussion;*
- *maintaining neutrality.*

What should be changed
- *clarifying the rules of discussion;*
- *reformulating opinion-oriented tasks;*
- *introducing time and topic limits.*

What risks must be prevented
- *polarization of the group;*
- *losing focus on safety;*
- *inadvertent validation of violence or conflict.*

Applicative discussions are initiated, using questions such as:
- *What makes an exercise "safe" from a pedagogical point of view?*
- *What signals indicate that an exercise is getting out of control?*
- *What is the role of the exercise facilitator's early intervention?*
- *How can exercises be adapted without losing the learning objective?*

CONCLUSIONS
- *not every exercise is suitable for sensitive topics;*
- *pedagogical safety is a professional responsibility;*
- *poorly designed exercises can generate polarization, negative emotions, or risky behaviors;*
- *feedback among instructors is essential for maintaining standards.*

SPECIFIC INFORMATION TRANSMITTED

4.3. MONITORING AND SUPERVISION WITH THE HELP OF TECHNOLOGY – how to teach without creating vulnerabilities

USE OF INFORMATION SOURCES – Technology is a very useful tool for personal safety, but it can also become a source of risk if used uncontrolled or without discernment.

The purpose of using technology in crisis situations is not to stay permanently connected or informed, but to support your preventive and safety-oriented decisions, which you intend to make simple.

DON'T FORGET – technology does not replace personal judgment, it complements it. Information should be used to reduce exposure, not to amplify anxiety or risky curiosity.

What is very important when using technology as a source of information is that you must distinguish between information useful for your safety and that of your family/group, and content that may be confusing, alarmist, or manipulative.

Also, it should be remembered that not all information sources are safe, and the speed at which information circulates does not guarantee its accuracy. Therefore, it is recommended to:

- use official, stable, educational, historical, or recognized institutional sources for accuracy;
- avoid volatile, viral sources with content based exclusively on emotion, shocking images, or alarmist headlines;
- verify information from at least two different sources, when possible;
- avoid redistributing unconfirmed information.

For the preparation and training of instructors, technology and its use for survival in crisis situations is treated as a useful tool, but also a potential pedagogical risk factor, given that digital information can amplify emotions, polarization, and anxiety if not carefully filtered and contextualized. Selecting information sources is a pedagogical decision, not a neutral one, considering that the instructor is responsible for the indirect effects of the presented information. The professional instructor does not analyze the political content of the information or polarizing messages, and learners are not asked to express opinions about the information sources.

The purpose of the training is not digital literacy or in-depth media analysis, but developing the ability to use information strictly for safety decisions, in a predictable and controlled manner. In this regard, the general mechanisms for assessing credibility are explained, without turning the training session into a debate about *"who is right."*

TO AVOID

- Unverified or alarmist sources.
- Using viral content without contextualization.
- Excessive emphasis on current events.

RECOMMENDED

- Credible, verified, and generalizable sources.
- Contextualizing information.
- Emphasis on trends, not on isolated events.

Flipchart is used for synthesis

Responsible information is a form of self-protection.

MONITORING RISK SITUATIONS

Monitoring risk situations involves selective and limited tracking of relevant information, not continuous news consumption. The learner is instructed to use technology to observe trends and general signals, not to follow every detail.

It is explained that effective monitoring:

- is periodic, not constant;
- has a clear purpose (decision, avoidance, planning);
- stops when the information no longer brings practical value.

For training, monitoring risk situations is presented as a tool, not a state—a limited, targeted process focused on decisions, not a permanent, continuous activity in social/political crisis situations.

At the basis of this principle is the fact that monitoring risk situations becomes a useless or dangerous action when it no longer supports a clear preventive action. Thus, the instructor emphasizes the question *"What information can change my decision?"*

TO AVOID

- Obsessive or continuous monitoring.
- Using applications without explaining the limits.
- Creating a permanent state of alert.

RECOMMENDED

- Periodic, decision-oriented monitoring.
- Explaining the limits of technology.
- Using information for prevention, not anxiety.

Use a flipchart for synthesis

TECHNOLOGY ABUSE AND INFORMATION OVERLOAD

A major risk in crisis situations is **OVEREXPOSURE TO INFORMATION**.

Excessive consumption of news, images, or contradictory messages can lead to increased anxiety, reduced decision-making capacity, and impulsive reactions or errors in judgment.

It is important to set limits and respect them – regular breaks from the information flow, avoiding violent images or live broadcasts, and focusing on the information needed for immediate safety.

Temporary disconnection is a safety decision, not a lack of information.

Instructors must recognize and prevent information overload both in trainees and in themselves.
Explain at a conceptual level how excess information reduces decision-making capacity and increases emotional reactions, directly affecting safety.

Example – *"When we are exposed to too much information in a short time, **our brain tries to process everything simultaneously.** Instead of helping us make better decisions, this large volume of information reduces our ability to distinguish what is relevant from what is not. Basically, **attention fragments, and decisions become slower or impulsive.***
*In tense situations, emotionally charged information – images, contradictory messages, repeated alerts – **can amplify the state of stress**. When stress levels rise, rational evaluation capacity decreases, and emotional reactions tend to take over. This can lead to decisions that increase personal risk, such as unnecessarily approaching dangerous areas or delaying withdrawal from a crowd.*
*Therefore, **we use information selectively**; we are only interested in information that helps us make a clear safety decision. The rest can be ignored without losing control of the situation."*

In the training process of professional instructors, violent images or live broadcasts are not used, there are no continuous news feeds, and no exercises based on *"situation monitoring"* are created.

TO AVOID

- Exposure to violent images.
- Transmitting unfiltered information.
- Confusing informing with alarming.

RECOMMENDED

- Filtering content before use.
- Clear warnings and limits.
- Prioritizing psychological safety.

Use flipchart for synthesis

INSTRUCTOR RESPONSIBILITY – ACTIVE FILTER ROLE

The instructor has **the role of filtering, structuring, and transmitting** information in a safe and balanced way.
They must **anticipate the emotional impact of digital information** and **deliberately limit content.**
They must also stop discussions that veer toward current events or polarization and constantly redirect the content of information toward safety and prevention.

AVOID

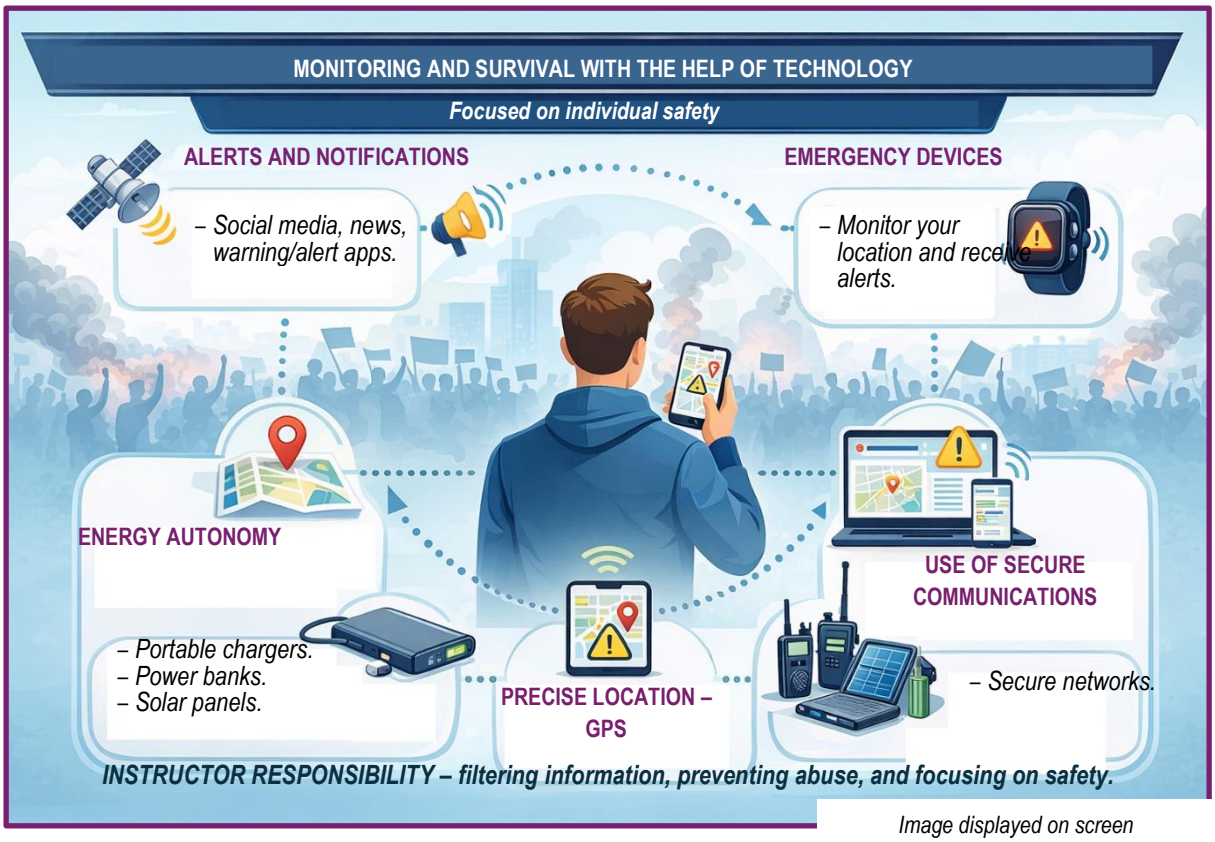
- Transferring responsibility to trainees – “everyone decides”.
- Minimizing the emotional impact of technology.
- Using technology as a spectacular element.

RECOMMENDED

- Assuming the role of active filter.
- Anticipating trainees' reactions.
- Deliberately limiting content.

Use flipchart for synthesis

WE MUST NOT FORGET that technology can delay, distort, or amplify information and does not provide control over real situations.
Thus, **technology cannot replace human decision.**
Technology is a support tool for safety only when used selectively, **responsibly, and with a clear purpose**.
More information does not automatically mean more safety.



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PEDAGOGICAL METHODS FOR TRANSMITTING INFORMATION

3

EXERCISE SHEET – MONITORING AND SUPERVISION USING TECHNOLOGY WITH THE HELP OF TECHNOLOGY
CASE STUDY – TECHNOLOGY ABUSE, CONTENT FILTERING AND INSTRUCTOR RESPONSIBILITY

PURPOSE – developing the capacity of professional instructors to:

- identify risks associated with the uncontrolled use of technology in crisis contexts;
- critically evaluate digital content used in training;
- understand and assume the professional responsibility of the instructor in transmitting sensitive information.

PART I – CASE STUDY – TECHNOLOGY ABUSE

- **The scenario of exercise 1 is presented** – *„During a prolonged social crisis, an instructor uses materials taken from online sources in the course – images from protests, messages from social networks, and real-time event monitoring applications. Some materials are unverified, contain violent images and strong emotional messages. The trainees react differently – some become anxious, others adopt radical discourse."*
- **TASK 1 is assigned:**
  1. *Identify the types of technology abuse present in the case study:*
     - *use of unverified sources;*
     - *exposure to emotional or violent content;*
     - *use of monitoring applications without context or limits.*
  2. *Analyze the impact on:*
     - *trainees;*
     - *course climate;*
     - *learning objectives.*

GUIDELINE ANSWERS / SOLUTION METHOD – PART I

1. Types of abuse identified

- *Use of unverified sources – social media posts without confirmation.*
- *Exposure of trainees to violent or highly emotional images without warning.*
- *Use of real-time monitoring applications without explaining the limits and risks.*
- *Information overload.*

2. Impact on trainees

- *Increased anxiety and feelings of insecurity.*
- *Activation of strong emotions – anger, fear, indignation.*
- *Confusion between information and emotional involvement.*

3. The impact on the course climate

- *Group polarization.*
- *Deviation from safety objectives.*
- *Difficulties in controlling discussions.*

4. The impact on learning objectives

- *Prevention objectives are overshadowed by emotional reactions.*
- *The course becomes reactive, not formative.*

PART II – CONTENT FILTERING EXERCISE

- **The exercise scenario is presented, TASK 2 and the FILTERING CRITERIA** –*"Instructors receive a simulated list of digital materials – article titles, posts, described images. For each, they must decide:*
  - *What can be used in the course? - Yes / No*
  - *In what form can it be used? – in full, fragmented, reformulated, only described*
  - *What warnings or limitations are conveyed?*

FILTERING CRITERIA

- *relevance to safety and prevention;*
- *degree of emotional charge;*
- *verifiability of the source;*
- *risk of polarization;*
- educational *value*.

GUIDELINE ANSWERS / SOLUTION METHOD – PART II

CONTENT FILTERING EXERCISE

Examples of correct content filtering decisions:

	USE	REASON
ALARMIST ARTICLE WITH EMOTIONAL TITLE	– **NO**, or only if reformulated.	– amplifies fear, brings no practical value.
IMAGE FROM A VIOLENT PROTEST	– **NO** visually, possibly verbal description	– risk of distraction.
GENERAL MAP OF RISK AREAS	– **YES**.	– supports orientation and risk assessment.
UNVERIFIED VIRAL POST	– **NO**	– unreliable source, potentially manipulative.

PART III – APPLICATIVE DISCUSSIONS – INSTRUCTOR RESPONSIBILITY

- **The following GUIDING QUESTIONS are asked:**
  - *Where does informing end and unnecessary exposure to risk begin?*
  - *Is the instructor responsible only for the content delivered or also for the reactions generated?*
  - *What is the difference between knowing about technology and using technology responsibly in training?*
  - *What limits should an instructor impose on themselves, even if technology allows more?*

GUIDELINE ANSWERS / SOLUTION METHOD – PART III

1. Where does informing end and unnecessary exposure to risk begin?

- *When the content no longer brings concrete safety skills, but only shock, fear, or indignation.*

2. Is the instructor also responsible for the reactions generated?

- *Yes, they are responsible for anticipating foreseeable emotional reactions and preventing their escalation.*

3. The difference between knowing about technology and using it responsibly

- *Knowing - understanding applications and sources.*
- *Using responsibly - selecting, limiting, and contextualizing content according to the audience and purpose.*

4. What limits must the instructor impose on themselves?

- *Not to deliver content they cannot pedagogically control.*
- *To avoid "breaking news".*
- *To prioritize learner safety.*

✓ **If a material produces emotion more than understanding, it is not didactically appropriate.**
✓ **The instructor's competence lies not in access to technology, but in the professional discipline not to use everything available.**

Co-funded by the European Union



Pandemics are not managed by reaction, but by systemic, inter-institutional preparedness.
Ce nu este pregătit înainte de criză nu va putea fi construit eficient în timpul ei!

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MODULE V – PARTICULARITIES OF SURVIVAL IN CRISIS SITUATIONS CAUSED BY EPIDEMICS / PANDEMICS

- ✓ Pandemic preparedness and response.
- ✓ Logistical and digital management in quarantine.
- ✓ Leadership, communication, and ethics in pandemics – cross-cutting component.

MODULE 5



MAP OF THE INTEGRATED SURVIVAL COURSE
PLACE OF MODULE 5 - SURVIVAL IN EPIDEMIC / PANDEMIC SITUATIONS



MODULE 5 is positioned in the integrated course as a stage for consolidating survival skills in contexts of **public health crisis**, characterized by prolonged uncertainty, mobility restrictions, and pressure on essential resources. After learners have understood the general principles of survival and have covered crises with physical, social, economic, and political impact in Modules 1–4, this module shifts the focus to **HEALTH PROTECTION AS A CRITICAL FACTOR OF SURVIVAL**.

In the course map, **MODULE 5 integrates previously developed skills** and applies them in a context where risks are not immediately visible but have cumulative effects on the individual and the community. The skills of risk assessment, resource management, behavioral adaptation, and maintaining functionality, developed in the previous modules, are essential for understanding and managing epidemiological crises.

MODULE 5 creates a direct link between the systemic crises analyzed in Modules 3 and 4 and the need for personal and community protection in the medium and long term. It prepares learners to address the specific vulnerabilities covered in Module 6, demonstrating that the impact of a health crisis differs according to individual adaptive capacity and access to support.

Through its positioning, **MODULE 5 emphasizes that survival means not only avoiding immediate danger but also maintaining physical, psychological, and social health** under prolonged stress, coherently using all the skills developed throughout the integrated course.

CONTENTS
MODULE 5 – SURVIVAL IN CRISIS SITUATIONS CAUSED BY EPIDEMICS / PANDEMICS

5.1. PREPARATION AND RESPONSE TO PANDEMICS

5.1.1. SPECIFIC INFORMATION TRANSMITTED –

- EPIDEMIC / PANDEMIC AS A TYPE OF CRISIS – DEFINITION, CHARACTERISTICS.
- PREPARATION BEFORE THE EPIDEMIOLOGICAL CRISIS.
- RESPONSE IN THE ACUTE PHASE OF THE EPIDEMIOLOGICAL CRISIS.
- BEHAVIORAL AND SOCIAL ADAPTATION.

5.1.2. PEDAGOGICAL METHODS FOR TRANSMITTING INFORMATION
EXERCISE SHEET – *CASE STUDY ANALYSIS - SARS, COVID-19, EBOLA, HANTAVIRUS*

5.2. LOGISTICAL AND DIGITAL MANAGEMENT IN QUARANTINE

5.2.1. SPECIFIC INFORMATION TRANSMITTED –

- SURVIVAL LOGISTICS IN QUARANTINE.
- DIGITALIZATION OF SURVIVAL.
- EDUCATION AND TRAINING IN QUARANTINE.

5.2.2. PEDAGOGICAL METHODS FOR TRANSMITTING INFORMATION
EXERCISE SHEET – LOGISTICAL AND DIGITAL MANAGEMENT IN QUARANTINE, TOTAL QUARANTINE SIMULATION.

5.3. LEADERSHIP, COMMUNICATION AND ETHICS IN PANDEMICS

5.3.1. SPECIFIC INFORMATION TRANSMITTED –

- LEADERSHIP IN ISOLATION AND UNDER PRESSURE.
- COMMUNICATING UNPOPULAR DECISIONS.
- ETHICS OF ALLOCATING LIMITED RESOURCES.
- PUBLIC TRUST AND SOCIAL COHESION.

5.3.2. TRAINING METHODS (PEDAGOGICAL RECOMMENDATIONS) EXERCISE SHEET 6.3. – LEADERSHIP, COMMUNICATION AND ETHICS IN PANDEMICS – ROLE-PLAY – STRUCTURED DEBATE – *"DOES COLLECTIVE SAFETY JUSTIFY RESTRICTING INDIVIDUAL RIGHTS?"*

5.3.3. EXERCISE SHEET 6.3.1. – RESOURCE MANAGEMENT IN QUARANTINE

IMPLEMENTATION PLAN FOR MODULE 5 –
PARTICULARITIES OF SURVIVAL IN CRISIS SITUATIONS CAUSED BY EPIDEMICS / PANDEMICS

1. TYPE – professional training course, advanced level

2. PARTICIPANTS – instructors, professionals from different crisis-related fields.

3. GENERAL OBJECTIVES – at the end, instructors will be able to:

- understand the particularities of epidemics/pandemics as a type of systemic crisis.
- design and adapt pandemic preparedness and response plans for individuals, organizations, and communities.
- manage logistical, digital, and informational resources under quarantine or extended restrictions.
- lead training exercises using advanced, scenario-based methods for crisis situations generated by epidemics / pandemics.
- teach structured psychological resilience techniques in epidemics / pandemics.
- train learners.

4. SPECIFIC OBJECTIVES – at the end of the module, instructors will be able to:

- identify the specific risks of epidemics, compared to other types of crisis;
- teach correctly and explain clearly the particularities of survival
- develop personal and organizational preparedness protocols;
- assess supply chains and logistical vulnerabilities;
- use digital solutions for coordination, communication, and training in quarantine;
- manage fear, misinformation, and decision fatigue specific to epidemics/pandemics;

5. STRUCTURE

- 40% Information / didactic content.
- 40% teaching methodology.
- 20% ethics, safety, responsibility.

6.1 PANDEMIC PREPAREDNESS AND RESPONSE

DIDACTIC CONTENT (what is taught)

EPIDEMIC / PANDEMIC AS A TYPE OF CRISIS – DEFINITION, CHARACTERISTICS.
PREPARATION BEFORE THE EPIDEMIOLOGICAL CRISIS.
RESPONSE IN THE ACUTE PHASE OF THE EPIDEMIOLOGICAL CRISIS.
BEHAVIORAL AND SOCIAL ADAPTATION.

TRAINING METHODS (PEDAGOGICAL RECOMMENDATIONS)

- Case study analysis - SARS, COVID-19, EBOLA.
- Scenario planning exercises.
- Guided debates and lessons identified / learned.

6.2.LOGISTICAL AND DIGITAL MANAGEMENT IN QUARANTINE

DIDACTIC CONTENT

SURVIVAL LOGISTICS IN QUARANTINE.
DIGITALIZATION OF SURVIVAL.
EDUCATION AND TRAINING IN QUARANTINE.

TRAINING METHODS (PEDAGOGICAL RECOMMENDATIONS)

- Total quarantine simulation.
- Exercises for resource management.
- Work on digital platforms.
- Workshops on alternative solutions.

6.3. LEADERSHIP, COMMUNICATION AND ETHICS IN PANDEMICS

DIDACTIC CONTENT

LEADERSHIP IN ISOLATION AND UNDER PRESSURE.
COMMUNICATING UNPOPULAR DECISIONS.
ETHICS OF ALLOCATING LIMITED RESOURCES.
PUBLIC TRUST AND SOCIAL COHESION.

TRAINING METHODS (PEDAGOGICAL RECOMMENDATIONS)

- Complex decision-making simulation.
- Analysis of ethical dilemmas.
- Role play - Structured debate.

INTRODUCTION

Module 5, *"The Particularities of Survival in Crisis Situations Caused by Epidemics/Pandemics",* is designed to provide instructors with the conceptual and operational framework needed for the effective training in the face of major epidemiological risks. Pandemics represent an atypical type of crisis, with unpredictable evolution and extensive impact, in which survival goes beyond the biological dimension and involves behavioral adaptation, resource management, clear communication, and responsible leadership.

The module develops essential competencies for preparedness and response to epidemiological crises, covering their entire cycle – from prevention and planning before the onset of the crisis, to managing the acute phase of the pandemic and supporting individual and collective adaptation in the medium and long term. Professionals are encouraged to understand not only *what* measures are necessary, but also *how to communicate them effectively* to learners, in a context marked by fear, misinformation, and social pressure.

Special emphasis is placed on survival under quarantine and isolation, a topic addressed from a logistical and digital perspective. The role of technology in ensuring the continuity of education, training, and communication is highlighted, providing tools for adapting the learning process to restrictive environments and for developing the autonomy of learners.

Finally, the leadership, communication, and ethics aspects specific to pandemics are analyzed, essential for instructors who serve as role models and vectors of trust. Managing difficult decisions, communicating unpopular measures, addressing ethical dilemmas, and maintaining social cohesion are considered key competencies that must be developed and further replicated. Through this approach, **Module 5 strengthens the capacity of instructors to prepare other professionals and communities for responsible and adaptive survival in an epidemiological context**.

SPECIFIC INFORMATION TRANSMITTED

5.1 PANDEMIC PREPAREDNESS AND RESPONSE



EPIDEMIC / PANDEMIC AS A TYPE OF CRISIS – DEFINITION, CHARACTERISTICS

Epidemics and pandemics represent a distinct type of crisis, with **specific characteristics** – complexity and systemic nature, the basis for responsible and effective interventions – characteristics that fundamentally differentiate them from other emergency situations. Thus, unlike sudden events, pandemics unfold over long, often unpredictable periods, with successive waves and periods of apparent calm followed by re-escalations. This prolongation over time gradually erodes the response capacity of individuals, organizations, and institutions, turning the crisis into a test of resilience and adaptability, not just rapid reaction. Understanding these characteristics enables the adaptation of strategies and effective decision-making.

DEFINITION	– **A situation of major risk,** with prolonged and uncertain evolution, in which a biological hazard simultaneously affects the health of the population and the normal functioning of society, generating chain effects on the economy, logistics, communications, and social cohesion. – Survival in this type of crisis depends not only on medical measures, but on the preparedness, adaptation, and continuity capacity of individuals, communities, and institutions.	
CHARACTERISTICS	**PROLONGED IMPACT**	– planning and decisions must be designed for **weeks and months**, not for hours or days. – **the depletion of human and psychological resources** becomes a major risk.
	GLOBAL, SOCIAL, AND ECONOMIC IMPACT	– a pandemic does not affect a limited area or an isolated community, but **spreads simultaneously at national and international levels**, exceeding administrative borders and local control capacity. – global interdependence means that disruptions in one region generate chain effects in other areas, including supply chains, population mobility, and economic stability. In this context, local solutions are insufficient without broader coordination.
	HIGH UNCERTAINTY	– **initial data are incomplete**, hypotheses change rapidly, and recommendations may evolve as scientific understanding of the situation develops. – decisions are often made before information is fully validated, creating tensions between the need for rapid action and the risk of error. – uncertainty affects not only decision-makers but also the population, fueling anxiety, distrust, and non-compliant behaviors.
	A PROFILE DIFFERENT FROM OTHER CRISES	– **different from natural disasters** which are, as a rule, events limited in time and space, with a clear onset moment and a relatively well-defined reconstruction phase. – most armed conflicts *(less so those falling under the Hybrid Warfare concept)* involve an identifiable adversary and a different logic of conduct.
	CRISIS MULTIPLIER	– The initial impact on public health quickly spreads to the **economic sphere**, through the disruption of productive activities, job losses, and financial instability. – **at the social level**, tensions arise related to the restriction of rights, heightened inequalities, and declining trust in institutions. – from a **psychological** standpoint, isolation, fear of illness, and prolonged uncertainty generate stress, anxiety, and emotional exhaustion, affecting community cohesion and adaptive capacity.

EPIDEMIC / PANDEMIC AS A TYPE OF CRISIS
– DEFINITION and MAIN CHARACTERISTICS –



GLOBAL IMPACT – ***at national and international level***



HAVE A DIFFERENT PROFILE – ***identifiable adversary***



PROLONGED IMPACT – ***lasts months or even years***



RESTRICTIVE MEASURES – ***isolation, severe measures***



HIGH UNCERTAINTY – ***Initial data are incomplete, hypotheses change rapidly.*** – ***Hard to predict***



CRISIS MULTIPLIER – ***can produce economic and social crises.***

Image projected on screen

HOW TO EXPLAIN THESE CONCEPTS TO PROFESSIONALS

To explain THE PROLONGED TEMPORAL IMPACT OF A PANDEMIC, the instructor will steer discussions toward the difference between emergency management and continuity management. The expected outcome being the difference between emergency management and continuity management:

- ***EMERGENCY MANAGEMENT*** *is a* ***quick and temporary reaction****, necessary in the acute phase.* **THE REACTION** refers to *what is done when* ***the crisis has already started****.*
- ***CONTINUITY MANAGEMENT*** *represents* ***strategic and adaptable planning****, which ensures essential long-term functioning,* ***so that solutions exist for life, work, and essential services to keep operating over the longer term, even under difficult conditions.***

In crisis and survival situations, the two types of management must be complementary, not opposed.



ACUTE CRISIS → ***STABILIZATION*** → ***LONG-TERM OPERATION***

↓ ↓

EMERGENCY MANAGEMENT ***CONTINUITY MANAGEMENT***

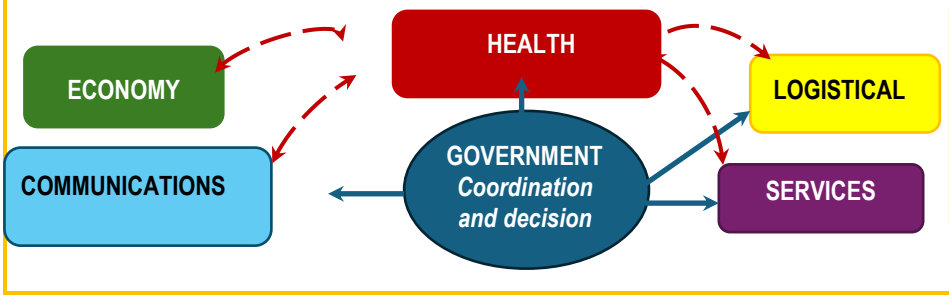
- short time, maximum pressure ***- timp lung, adaptare progresivă***

"The emergency stops the bleeding. Continuity keeps the patient alive."

Use flipchart

The instructor helps trainees notice **THE CRITICAL INTERDEPENDENCIES BETWEEN SOCIETY'S CRITICAL SYSTEMS** – health, economy, logistics, communications, governance.

The exercises and examples used highlight how disruptions in a seemingly remote field can have direct effects on response capacity, **with emphasis on the need for coordination and the limits of strictly local solutions.**



- ✓ no system operates in isolation;
- ✓ impact flows in both directions;
- ✓ a blockage in one produces domino effects.

Image projected on screen

The **HIGH UNCERTAINTY** component is addressed by the instructor explicitly and pedagogically. It is emphasized that **in pandemics, decisions are made with incomplete information** and that **changing recommendations is not a sign of failure, but of adaptation**.

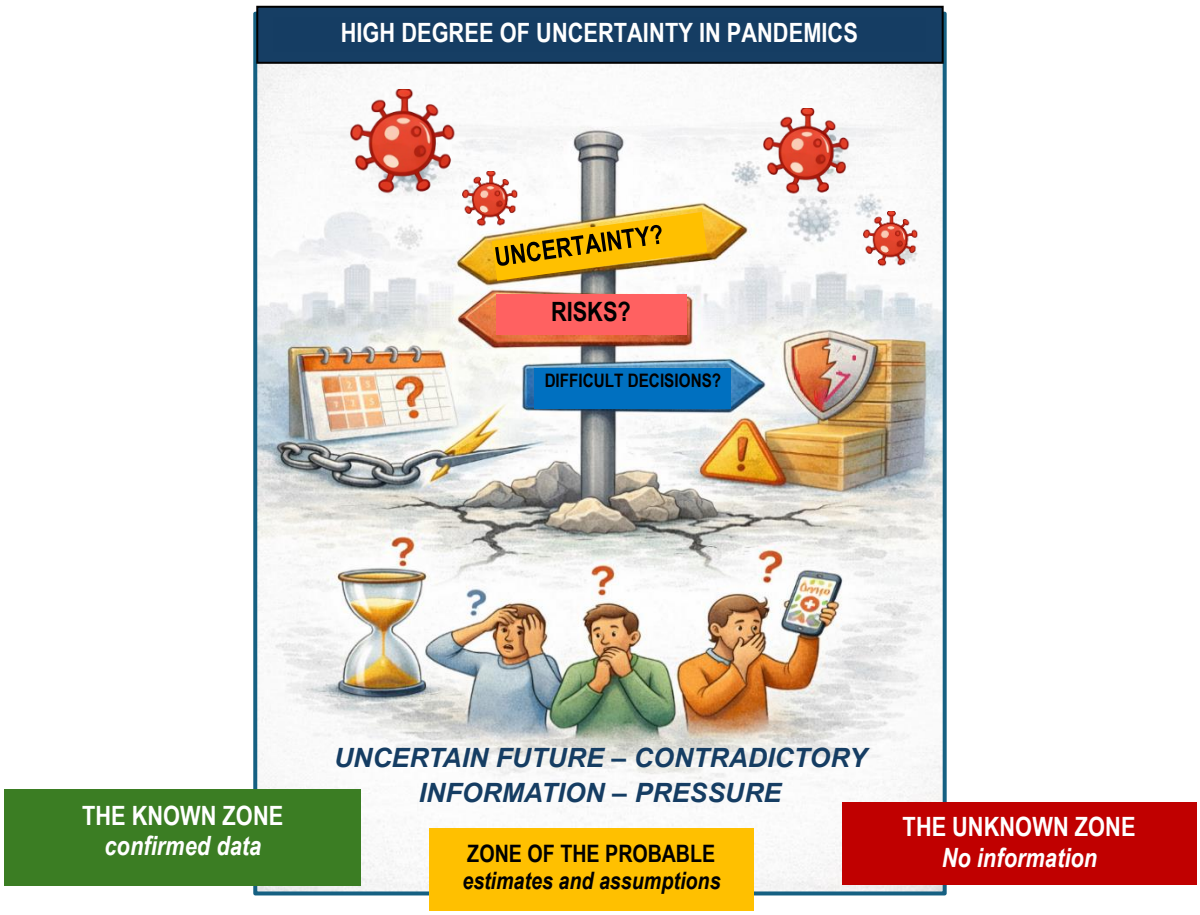


Image projected on screen

In this regard, use exercises that expose learners to real decision-making dilemmas under uncertainty and to managing the pressure generated by public expectations.

COMPARING PANDEMICS WITH NATURAL DISASTERS or with armed conflicts is used by the instructor as a teaching tool for conceptual clarification. Thus, he highlights that in pandemics, as in the case of Hybrid Warfare, the "*adversary*" is invisible and diffuse, and the boundary between normality and crisis is fluid.

This particularity **explains the difficulty of maintaining social order and discipline in the long term,** an aspect that must be openly discussed with learners. In pandemic crises, there is no quick victory, but rather **prolonged risk management.**

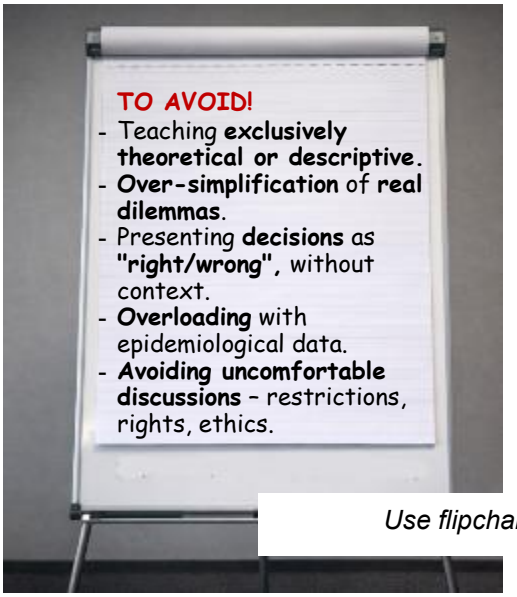
NATURAL DISASTERS 	– Known adversary. – Limited in time and space. – Clear trigger moment. – Anticipatory logic of development. – Relatively well-defined reconstruction phase.
PANDEMICS 	– Unknown adversary at onset. – Logic of development difficult to anticipate. – The period and duration of the reconstruction phase are unknown.

Image projected on screen

EXPLAINING THE PANDEMIC AS A CRISIS MULTIPLIER by the instructor leads participants to understand how a health problem simultaneously triggers economic, social, and psychological crises that influence each other. Thus, these dimensions are addressed in an integrated manner, not separately, to avoid a fragmented view of the crisis response.

The instructor's role is to shift learners' perspective from understanding the pandemic as a simple health emergency to **recognizing it as a systemic, lasting crisis that simultaneously tests the health, economic, social, and psychological resilience of society.**

Understanding these particularities is essential for preparing and effectively managing the response in crisis situations caused by epidemics and pandemics. To do this, the instructor highlights that, unlike other types of crises, **the pandemic demands long-term resilience, not just a rapid reaction in the first days.**



Use flipchart



PREPARATION BEFORE AN EPIDEMIOLOGICAL CRISIS

- ✓ Preparation for a crisis caused by epidemics/pandemics does not begin when the problem appears, but **long before it**.
- ✓ Preparation does not only mean having resources or written plans, but a continuous process of thinking, anticipating, and adapting.
- ✓ The way a crisis situation is managed depends largely on how well this preparation was done in advance.
- ✓ **Pre-crisis preparation does not guarantee success, but its absence guarantees failure.**

Pre-crisis preparation means knowing **what can happen, what resources are needed, how decisions are made, and where to find the right information**. In other words, accumulating essential information that allows **anticipating risks, reducing the impact of a crisis, and maintaining the functioning of basic services and systems** under conditions of uncertainty.

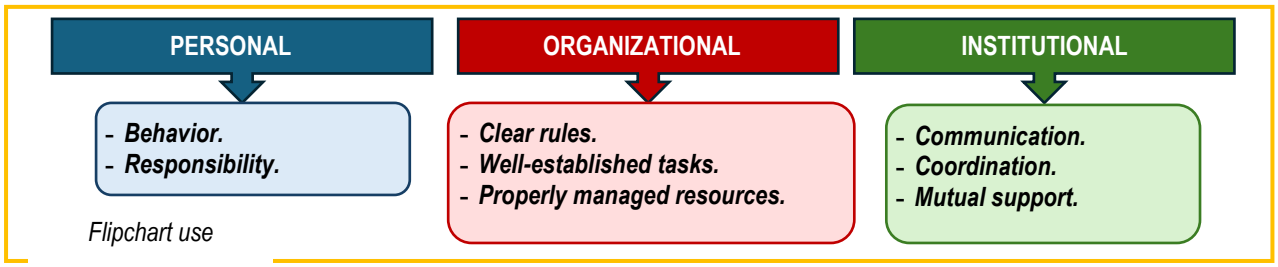
All this information ensures rapid, coherent, and adapted reactions, significantly reducing the impact of the crisis on individuals and communities. **PRE-CRISIS PREPARATION IS DECISIVE FOR SURVIVAL AND RESILIENCE.**

Among the most important **ACTIVITIES AND ACTIONS** you need to take at this stage are:

- **UNDERSTANDING THE TYPE OF CRISIS** and knowing the characteristics of health and pandemic crises.
- **RISK ANALYSIS AND ACCESS TO INFORMATION** about **the likelihood of a crisis occurring**, personal and community vulnerabilities, as well as possible consequences. All of these allow for setting priorities.
- **CONTINUITY PLANNING –** it is important to know the principles of continuity of essential activities, how to maintain the vital functions of the household, organization, or community under conditions of restrictions or lack of resources.
- **ESTABLISHING THE CRITICAL RESOURCES needed in the short and medium term** – food, water, medicines, energy, means of communication, and knowing how to store, rotate, and use them efficiently.
- **ESTABLISHING INDIVIDUAL AND COLLECTIVE RESPONSIBILITIES**, communication channels, and procedures to follow in the event of a crisis, to avoid confusion and chaotic reactions.
- **IDENTIFYING OFFICIAL AND CREDIBLE SOURCES OF INFORMATION** and understanding how to verify information, to reduce the risk of misinformation and panic.
- **PSYCHOLOGICAL PREPAREDNESS –** knowing the normal emotional reactions in a crisis – stress, fear, or uncertainty – to manage them when they occur.



Preparing for a health crisis takes place simultaneously **AT MULTIPLE LEVELS**. At the personal level, it is about behavior, responsibility, and the ability to cope with difficult situations. At the organizational level, clear rules, well-established roles, and properly managed resources matter, while at the community and institutional level, communication, coordination, and mutual support are essential.



It should also be highlighted that **PREPAREDNESS DOES NOT ELIMINATE UNCERTAINTY**. Not all information will be available in time, and the situation can change rapidly. Therefore, it is more important to have scenarios and action options than to expect perfect solutions. The ability to make decisions under uncertain conditions is part of preparedness.

Ultimately, preparing for a pandemic also means **PSYCHOLOGICAL PREPAREDNESS**. Stress, fear, and fatigue are normal reactions. Understanding them, managing them, and remaining functional as individuals and groups decisively contributes to overcoming a crisis caused by epidemics/pandemics.

WHAT TO AVOID IN THE PREPARATION PHASE

- *Waiting for full confirmation before taking action;*
- *Treating the pandemic as a short-lived disaster;*
- *Uncontrolled overstocking or a complete lack of stock;*
- *Theoretical plans without drills and testing;*
- *Ignoring the social and emotional impact;*
- *Exclusive reliance on authorities or external systems;*
- *Vague or contradictory communication before a crisis;*

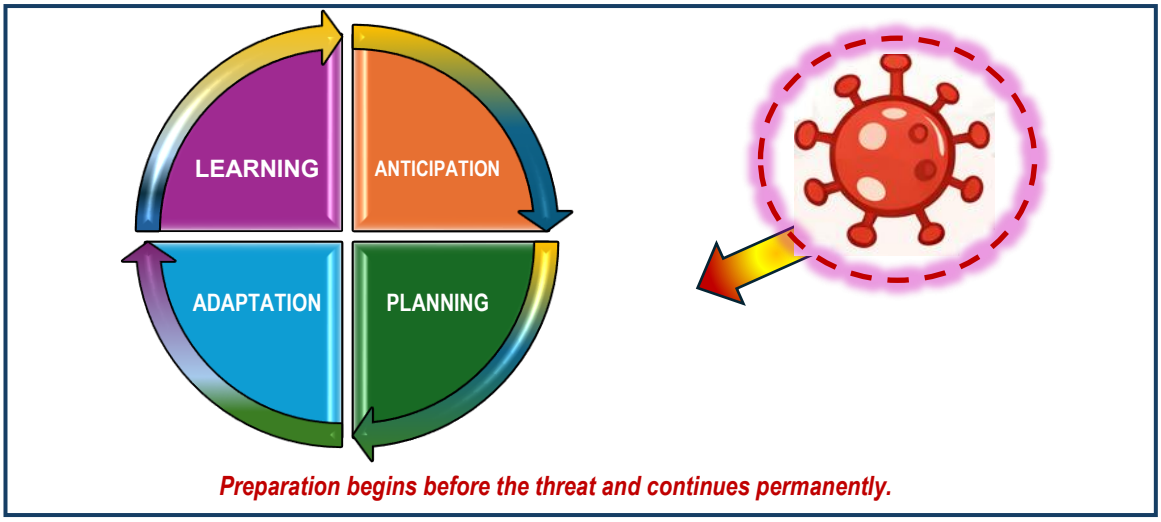


HOW TO EXPLAIN THESE CONCEPTS TO PROFESSIONALS

It is conveyed that **pre-crisis preparation begins before the threat emerges** and is not a set of defensive measures, but a continuous process of anticipation, planning, and adaptation that directly determines the quality of the crisis response.

In the case of pandemics, many difficulties arise not because resources are lacking, but because there is no clear preparation regarding how to organize, make decisions, and collaborate. Without this preparation, reactions tend to be improvised, and resources are used chaotically.

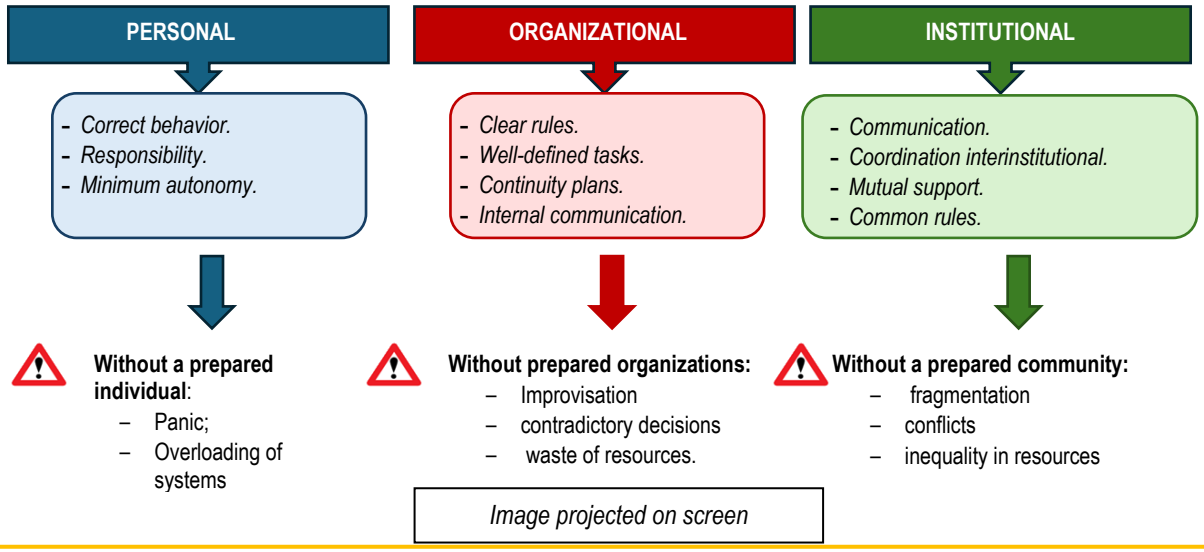
The instructor explains this using real examples and local pandemic scenarios where a lack of preparation led to disorganized reactions, to increase the relevance and consequences of the lack of planning on resources and reactions, and emphasizes the difference between a lack of resources and a lack of conceptual preparation for the response approach. Methods can be combined – presentation + discussion and practical exercise – focusing on the direct link between preparation and the impact on resources and reactions.



The value of preparation is highlighted for continuity, and the concepts are explained using clear examples to illustrate what ***reaction to events*** means and what ***continuity*** means.

Group discussions are also facilitated to consolidate understanding and connect theory to participants' own experiences, encouraging them to create diagrams, checklists, or quick guides for passing the concepts on, adapted to the local or organizational reality to increase relevance—materials that later serve as teaching support when training other learners.

The instructor explains the concept of **multi-level preparedness** using concrete examples for the individual, the organization, and the community, with diagrams to visualize the levels and their interdependencies, and facilitates group discussions to connect theoretical concepts with personal and professional experience and to observe how interaction between levels affects the effectiveness of the response and decision-making.



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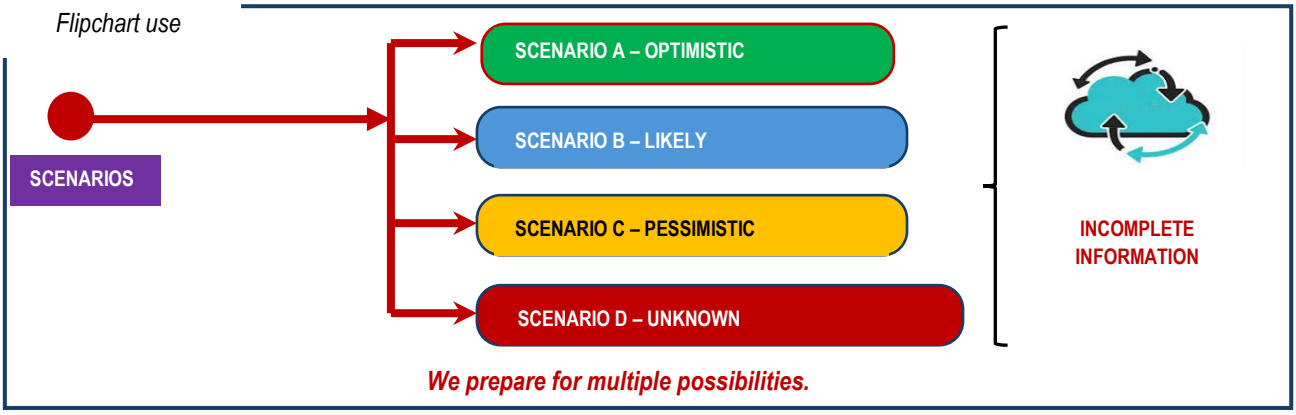
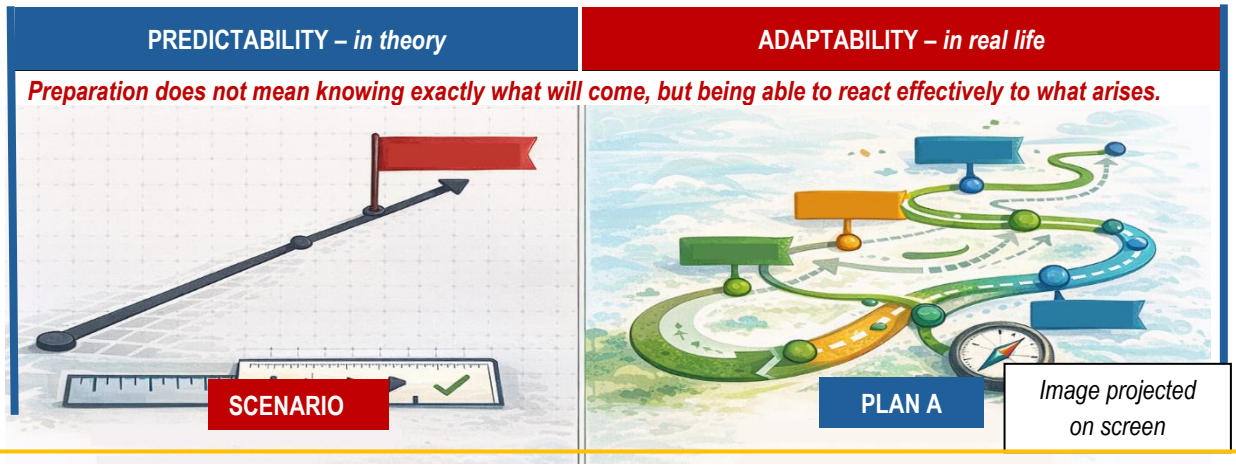
The **concept of uncertainty** is explained, the difference between expecting a perfect solution and preparing for multiple scenarios, and the importance of multiple scenarios and alternative plans is highlighted, using real examples from pandemics to concretely demonstrate how quick decisions in the absence of complete information can save resources and lives.

Flipchart use



At the same time, the instructor facilitates dialogue so that participants understand that preparation means **adaptability, not total predictability**.

Alternating presentations, case studies, and practical exercises reinforces the understanding that **preparation does not eliminate uncertainty** and provides mechanisms to react effectively, and illustrating with real situations increases the relevance and the participants' ability to pass the message on.



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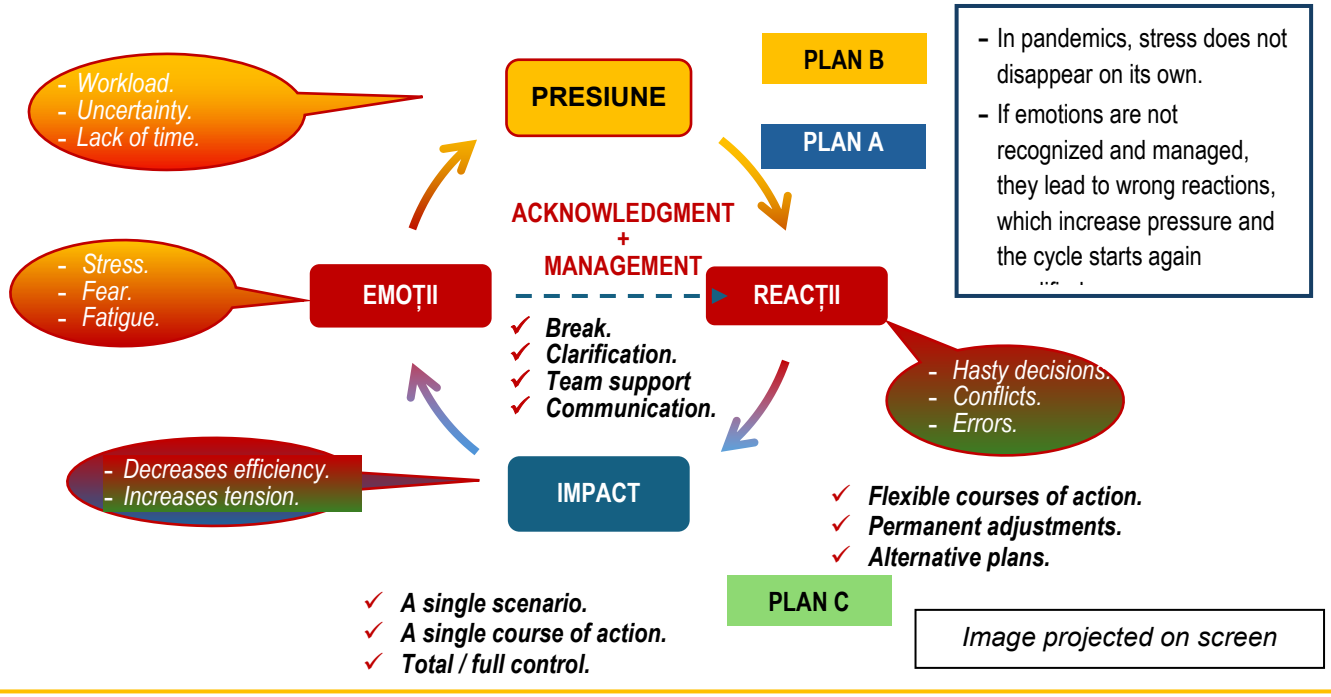
It is explained that **STRESS, FEAR, AND FATIGUE ARE NORMAL REACTIONS IN PANDEMICS** and that recognizing them is part of preparation, using examples from real experiences to show how managing emotions contributes to maintaining individual and collective functionality.

Presents situations where the lack of psychological preparation led to wrong decisions or conflict between teams to analyze how to manage emotions and tensions to maintain group efficiency and cohesion.

Presentations, case studies, and practical exercises are alternated.



- In pandemics, stress does not disappear on its own.
- If emotions are not recognized and managed, they lead to wrong reactions, which increase pressure and the cycle starts again

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RECOMMENDED

- Present **pre-crisis preparedness as a continuous process**, not as a list of one-off actions.
- Highlight **the clear difference between preparedness, response, and recovery.**
- Emphasize **scenario thinking**, not predictions.
- Link **functional continuity preparedness**, not just reaction.
- Include **the psychological dimension** and behavioral aspects of preparedness.
- Use **real examples** of pandemics, with emphasis on the pre-crisis phase.
- Challenge participants to identify **real vulnerabilities**, not ideal ones.
- Emphasize **the role of communication and information** as part of preparedness.
- Encourage **critical thinking** and **early decision-making.**
- Link **preparedness** to **individual and collective responsibility.**

TO AVOID

- Presenting preparedness in a **rigid way**, like a list of one-off actions.
- Messages like *"the authorities will manage everything"*.
- **Idealizing plans** that are perfect and fully predictable.
- Avoiding discussions about failures and unlearned lessons.

- **Exclusive focus on material stocks**, ignoring behavior.
- Presenting preparedness as panic.
- Excessive use of **technical jargon** without practical explanation.
- **Ignoring differences in context** – organizational, community, cultural.
- Artificial separation of preparedness from leadership and communication.
- **Minimizing the emotional impact** of the pre-crisis phase

Use flipchart

THE RESPONSE IN THE ACUTE PHASE OF THE PANDEMIC

During quarantine and the acute phase, **resources – medical equipment, medicines, qualified personnel or logistics staff – are limited and do not meet all demands.** In this phase, it is essential that they be used carefully and responsibly by setting clear priorities and using what is available efficiently, avoiding waste and overburdening critical systems.

In the acute phase of a pandemic, **decisions must be made in a context of high uncertainty and limited resources.** At this stage, it is no longer about ideal plans, but about **QUICK CHOICES ADAPTED TO REALITY**.

In the event of a pandemic, **decisions are made based on THREE FUNDAMENTAL PRINCIPLES**:

	– **PROTECTION OF LIFE** –	– saving human lives remains the absolute priority.
	– **MAINTENANCE OF CRITICAL SERVICES** –	– health, food supply, utilities, communications, logistics.
	– **ENSURING THE INFORMATION FLOW** –	– accurate and timely information enables effective decision-making and maintains public trust.

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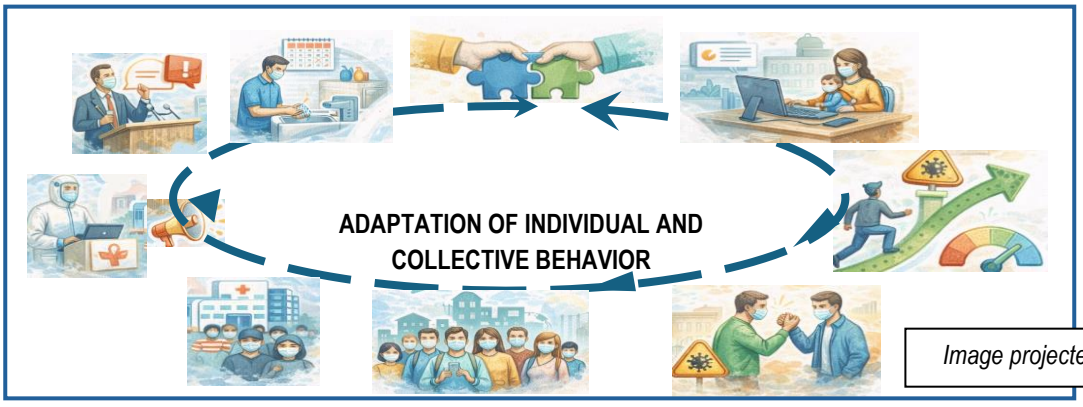
In a pandemic, survival depends not only on material resources or medical measures, but also on **THE CAPACITY FOR INDIVIDUAL AND COLLECTIVE BEHAVIORAL ADAPTATION**.

The way people follow rules, change their daily routines, and manage stress directly influences the evolution of the crisis and the chances of maintaining essential community functions. Thus, behavioral and social adaptation is not just a personal goal but becomes a critical element of operational continuity and organizational resilience in pandemics.

Behavioral and social adaptation is not a passive process; it involves deliberate actions of leadership, communication, and stress management, being essential for collective survival and the maintenance of critical services. Understanding the effects of isolation and routine changes, as well as applying effective strategies for stress management and social cohesion, enables the population and organizations to function more efficiently and reduce the negative impact of the crisis.



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APPLYING ISOLATION AND DISTANCING RULES are not arbitrary measures but essential tools for limiting the spread of the virus and protecting vulnerable people, yet the imposed changes in daily life generate frustration and resistance. Complying with them involves altering social interactions, reducing direct contact, and adopting constant preventive behaviors. Understanding the purpose of these rules helps ensure long-term compliance and reduces the risk of panic or resistance.

Pandemics and extended quarantine periods generate significant changes in individual and collective behavior. They affect not only physical health, but also behavior, social cohesion, and organizational functioning.

This created situation requires rapid adaptations and **ESSENTIAL CHANGES TO DAILY ROUTINES**, including remote work, time management under isolation, adjusting personal schedules, setting clear priorities, and reorganizing core activities.

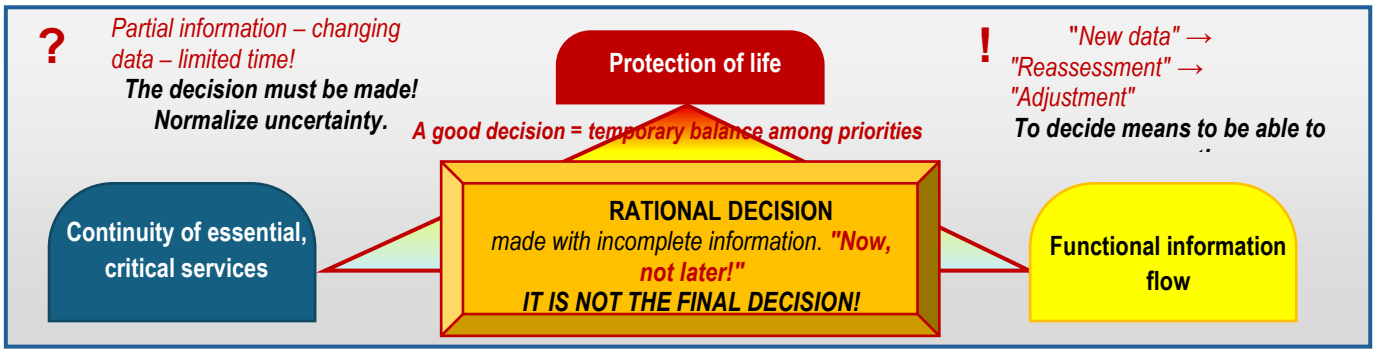
Periods of isolation, uncertainty, and prolonged exposure to negative information INCREASE **THE RISK OF STRESS, ANXIETY, IRRITABILITY OR SADNESS, EMOTIONAL EXHAUSTION, FRUSTRATION AND THE RISK OF TRIGGERING INTERPERSONAL CONFLICTS** and can occur even in the absence of immediate danger.

HOW TO EXPLAIN THESE CONCEPTS TO PROFESSIONALS

Trainees are provided with information according to which **THERE ARE NO PERFECT SOLUTIONS, ONLY RATIONAL DECISIONS** that balance life priorities, the continuity of critical services, and the flow of information, and that waiting for perfect information can delay intervention and worsen the situation.

Decisions during pandemics are often made before information is complete or validated by specialists. However, rapid risk assessment, identifying possible scenarios, and making flexible decisions that can be adapted as new data and information emerge are very important.

The instructor uses simulation exercises to expose participants to real dilemmas, where every decision involves trade-offs and evaluating possible consequences. Trainees learn methods for assessing stocks, prioritizing, and efficiently distributing resources. To this end, the instructor uses tools such as *"prioritization matrix"* or scenario exercises in which trainees decide how to allocate critical resources based on their impact on life and essential functions.



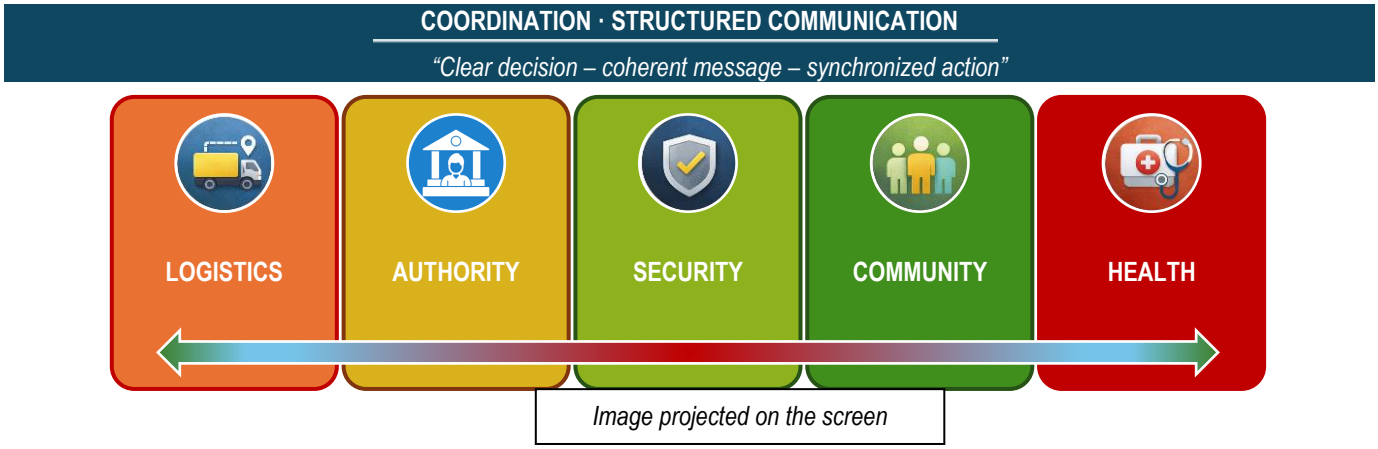
Effective response in the acute phase depends on COLLABORATION and COMMUNICATION. No institution or individual can manage a pandemic alone. Coordination among authorities, organizations, professionals, and the community helps avoid overlaps, confusion, and loss of time.

Pandemics and the objective of continuing activities / survival involve multiple structures – health sector leaders, local and central authorities, logistics, security, communications – that must act in sync.

Trainees are provided with information highlighting **THE IMPORTANCE OF COLLABORATION AND STRUCTURED COMMUNICATION BETWEEN INSTITUTIONS** to avoid contradictory decisions and deadlocks. Practical examples may include simulations of decision-making flows or analysis of real situations where lack of coordination amplified the crisis impact.

The rationale, logic, and necessity of isolation and distancing measures are explained, as well as their impact on population behavior, in order to facilitate the further transmission of this information.

To this end, examples from real pandemics are used, highlighting how message clarity and consistency in applying rules influence compliance. The instructor also uses practical exercises or case studies to demonstrate the consequences of ineffective communication or incoherent measures.



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The instructor facilitates understanding of **HOW RESTRICTIONS AFFECT DAILY ROUTINE** and the organization of activities. Trainees recognize the practical and psychological challenges generated by these changes and explore practical adaptation strategies, such as adjusting work schedules, redistributing tasks, or implementing remote work.

The use of simulation exercises allows trainees to experience and identify solutions for maintaining productivity, emotional balance, team cohesion, and continuity of critical services, even under isolation conditions.

The instructor helps trainees recognize **SIGNS OF INDIVIDUAL AND COLLECTIVE STRESS** and explore mechanisms to manage them, such as – establishing regular daily routines, constant communication with the team, prioritizing tasks, limiting exposure to alarming information, using simple relaxation and self-control techniques, mutual emotional support, as well as maintaining connection with family and community, even under physical distancing conditions.

Trainees also learn that seeking individual psychological support and organizational interventions is not a sign of weakness, but a measure of personal and collective protection.

RECOMMENDED

- Highlighting decision under uncertainty, not the ideal solution
- Working on scenarios with incomplete information
- Emphasis on prioritization, not formal equality
- Integration of logistics, communication, and leadership
- Clarifying decision-making responsibility
- Discussions about documenting and justifying decisions

TO AVOID

- The illusion of total control or of *"perfect"* decisions
- Excessive emphasis on procedures, ignoring the context
- Avoiding real ethical dilemmas
- Teaching the response as an exclusively medical reaction
- Ignoring public and political pressure
- Treating resources as unlimited

Use of flipchart

PEDAGOGICAL METHODS FOR TRANSMITTING INFORMATION

EXERCISE SHEET – 5.1. PREPARING FOR AND RESPONDING TO PANDEMICS
CASE STUDY ANALYSIS - SARS, COVID-19, EBOLA, HANTAVIRUS

EXERCISE TYPE – Case study, comparative analysis, teamwork.
PURPOSE – Developing the capacity to analyze pandemic response, identifying success factors and systemic vulnerabilities.
CONTEXT – Participants will analyze four major epidemics/pandemics – SARS, COVID-19, EBOLA, and HANTAVIRUS to understand differences in context, authorities' response, and impact.

TASKS

1. *Analyze each case from the perspective of:*
   - *the type of pathogen;*
   - *the speed of spread;*
   - *the capacity of the health system;*
   - *existing preparedness measures;*
   - *public communication;*
   - *institutional coordination.*
2. *Identify at least:*
   - *3 effective decisions;*
   - *3 critical errors;*
   - *3 lessons identified / learned that can be adopted and applied.*

POSSIBLE QUESTIONS FOR GUIDANCE AND DISCUSSIONS

- *What preparedness elements were missing?*
- *What decisions were made under uncertainty pressure?*
- *How did organizational culture influence the response?*

METHODOLOGY FOR PRESENTING THE 4 PANDEMICS

Rules – *Do not present "what happened," but "why it was difficult to manage and what truly mattered."*

- *To allow comparison, each pandemic is presented using the same structure:*
  - Initial context and strategic surprise.
  - Characteristics of the pathological agent.
  - Type of spread and control.
  - Reaction of structures with responsibilities in the field – government, health, local authorities, communication.
  - Critical mistakes.
  - Decisions that changed the course of action.
  - Lessons learned / identified that can be adopted.

PRESENTATION OF THE PANDEMICS

	SARS 2002–2004	COVID-19 2019–2023	EBOLA 2014–2016, 2018–2020	HANTAVIRUS
INITIAL CONTEXT	– *Emerging respiratory epidemic, arising in a context of accelerated globalization.* – *Lack of initial transparency leading to critical loss of time.*	– *Hyperconnected world.* – *Health systems optimized for efficiency, not resilience.*	– *Regions with fragile health systems.* – *Lack of trust in authorities.*	– *Identified in outbreaks associated with rodents.* – *Frequent cases in rural areas, warehouses, forests, farms.* – *Increases after floods, waste accumulation, or rodent population explosions.*
CHARACTERISTICS	– *Moderate transmissibility.* – *Obvious symptoms (operational advantage).* – *Contagious mainly after symptom onset.*	– *Very high transmissibility.* – *Asymptomatic transmission.* – *Wave-like progression.*	– *Very high mortality.* – *Low transmissibility.* – *Direct contact with fluids.*	– *Zoonotic virus transmitted by infected rodents.* – *Can cause severe pulmonary syndrome or hemorrhagic fever with renal involvement.* – *High mortality in severe forms.* – *No universally effective specific antiviral treatment exists.*
TYPE OF SPREAD AND CONTROL – Major challenges	– *Late detection + international mobility.*	– *Impossibility of complete isolation.* – *Overloading of systems.*	– *Cultural and social factor.* – *Extreme fear.*	– *Transmission through inhalation of contaminated particles from rodent urine, feces, saliva.*
THE RESPONSE	– *Strict isolation.* – *Contact tracing.* – *Classic public health measures.*	– *Lockdowns.* – *Forced digitalization.* – *Accelerated vaccination.*	– *Specialized centers.* – *Strict isolation.* – *Community involvement.*	– *Rodent population control.* – *Disinfection of contaminated spaces.* – *Protective equipment for intervention and cleaning.* – *Informing the population about safe handling of contaminated areas.* – *Rapid epidemiological monitoring.*
CRITICAL ERRORS	– *Delayed reporting.* – *Underestimating the initial risk.*	– *Contradictory messages.* – *Politicizing decisions.* – *Lack of strategic reserves.*	– *Ignoring local traditions.* – *Implementing measures without communication.*	– *Sweeping/drying excrement without disinfection.* – *Lack of respiratory protection during cleaning.* – *Underestimating the risk in sheds, basements, warehouses.* – *Delayed presentation to the doctor.*
EFFECTIVE DECISIONS important	– *Rapid quarantine.* – *Accelerated international cooperation.*	– *Rapid vaccine development.* – *Adapting work and education.*	– *Involvement of community leaders.* – *Adapting messages culturally.*	– *Isolating and ventilating contaminated spaces before access.* – *Spraying with disinfectant before cleaning.* – *Use of masks and gloves.* – *Rapid warning campaigns in exposed communities.*
LESSONS IDENTIFIED/LEARNED	– *Transparency saves time.* – *Classic measures work if applied early.* – *Rapid communication is a form of control.*	– *Systemic preparedness matters more than reaction.* – *Incoherent communication destroys trust.* – *Resilience is just as important as efficiency.*	– *Without trust, there is no control.* – *Culture is an operational variable.* – *Technical solutions without social acceptance fail.*	– *Environmental surveillance and rodent control are essential.* – *Public education significantly reduces the risk.* – *Health crises can have ecological and climatic origins.* – *Prevention is much more effective than treatment in the case of hantavirus.*

COMPARATIVE SUMMARY

	SARS	COVID-19	Ebola	HANTAVIRUS
TRANSMISSIBILITY	MODERATE	VERY HIGH	LOW	LOW
MORTALITY	LOW	MODERATE	VERY HIGH	VERY HIGH
CONTROL	RAPID	DIFFICULT	LOCAL	PREVENTIVE/LOCAL

CRITICAL FACTOR	TIME	SYSTEM	COMMUNITY	ENVIRONMENT / RODENTS

METHODOLOGICAL RECOMMENDATION – EFFECTIVE CLASSROOM PRESENTATION

- Brief presentation of each case.
- Group work for analysis.
- Guided comparison.
- Identification of applicable lessons identified / learned.

QUESTION - ***"If this type of pandemic were to appear tomorrow, what should already be prepared?"***

INDICATIVE / MODEL ANSWER

- ✓ *We should not prepare improvisations, but activate existing mechanisms.*
- ✓ *Real preparedness means the ability to function from day one, under uncertainty.*

STRATEGIC-LEVEL PREPAREDNESS, BEFORE ANY CRISIS

- ✓ A national and organizational framework for pandemic management, approved and tested.
- ✓ Operational continuity plans explicitly adapted to prolonged health crises.
- ✓ Clear chains of command and decision-making, with predefined roles.

IMMEDIATE OPERATIONAL CAPACITY

- ✓ Minimum strategic stocks – equipment, critical materials, medicines.
- ✓ Clear protocols for isolation, quarantine, and protection of essential personnel.
- ✓ Procedures for rapidly expanding critical capacities.

INFORMATION AND DIGITAL INFRASTRUCTURE

- ✓ Functional data collection and analysis systems.
- ✓ Internal and public communication platforms already tested.
- ✓ Mechanisms to counter disinformation.

CRISIS-SPECIFIC COMMUNICATION CAPACITY

- ✓ Key messages prepared for the first 72 hours.
- ✓ Trained spokespersons.
- ✓ Clear principles of transparency and consistency.

LEADERSHIP AND DECISION-MAKING UNDER UNCERTAINTY

- ✓ Leaders trained to decide without complete data.
- ✓ Mechanisms for rapid correction of decisions.
- ✓ Explicit acceptance that decisions will evolve.

HUMAN AND SOCIAL COMPONENT

- ✓ Strategies for the psychological protection of key personnel and the population.
- ✓ Involvement of communities and informal leaders.
- ✓ Measures to maintain social trust.

ETHICAL AND LEGAL FRAMEWORK

- ✓ Predefined criteria for allocating limited resources.
- ✓ Clear legal basis for exceptional measures.
- ✓ Mechanisms for oversight and time-limiting exceptions.

SPECIFIC INFORMATION TRANSMITTED

5.2. LOGISTICS AND DIGITAL MANAGEMENT IN QUARANTINE

- ✓ Logistics and digital management in quarantine is **a test of organizational maturity.**
- ✓ The instructor's role is to move learners from thinking *"what do we need"* to thinking *"what must work and for how long."*

LOGISTICS OF SURVIVAL IN QUARANTINE

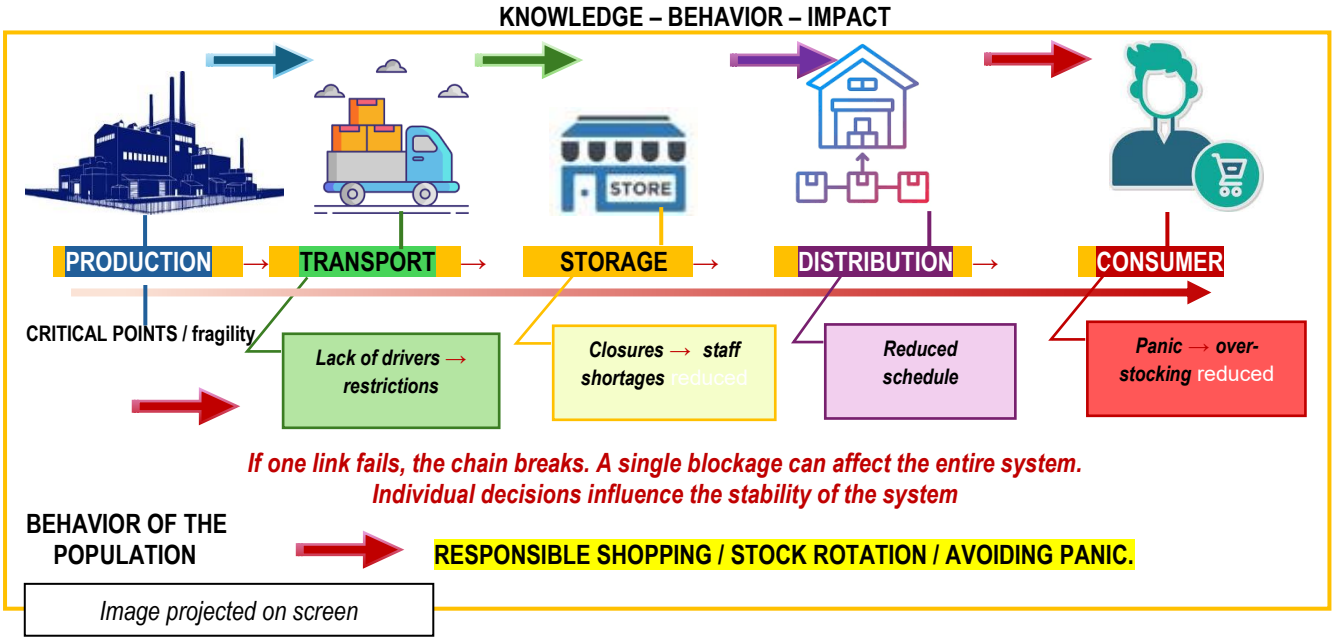
The logistics of survival in quarantine involves understanding how supply works, responsible stock management, and adapting to changing conditions. Knowing these aspects will enable you to contribute to personal and community stability, reducing the negative impact of quarantine on everyday life.

Under quarantine conditions, survival depends largely on the functioning of logistics chains and the ability to manage limited resources.

Even though the public is not directly involved in supply processes, understanding how they work and where bottlenecks may occur helps in making informed decisions and avoiding panic.

Generally, **SUPPLY CHAINS** are fragile and interdependent, especially in crisis situations. Transport, warehousing, distribution, and the personnel involved can be affected simultaneously.

CRITICAL POINTS occur when a single link – for example, a lack of drivers, travel restrictions, or warehouse closures – can block the entire system. Understanding these vulnerabilities helps you anticipate possible delays and adopt responsible behavior in the use of resources.



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During quarantine, **EFFICIENT MANAGEMENT OF INDIVIDUAL, ORGANIZATIONAL, AND COMMUNITY STOCKS** is essential. Knowing the basic principles of rational storage, avoiding both excessive accumulation and underestimating needs, is fundamental. It is important to prioritize staple foods, drinking water, and essential medicines, as well as stock rotation to prevent expiration or waste. Also, stock planning contributes to stability and reduces pressure on distribution systems. Efficient stock management prevents shortages and panic, reduces waste and chaotic consumption, enables informed decision-making under uncertainty, and supports the continuity of critical services during quarantine. Without it, resources may exist but not be available where and when they are needed.

INDIVIDUAL STOCKS	– The resources that a person or family holds to ensure their short-term autonomy – food and water for a few days or weeks, usual and prescribed medications, hygiene and protection products.
ORGANIZATIONAL STOCKS	– Resources managed by institutions, companies, or organizations to maintain their operations and ensure critical services – hospitals (medicines, medical equipment), public institutions (materials, IT equipment), utility operators (spare parts, fuel).
COMMUNITY STOCKS	– Reserves managed at local, regional, or national level, intended to support the population and intervene in emergency situations – strategic state reserves, regional food or medicine depots, emergency reserves.

If one of these stocks is missing or oversized, imbalances appear.

– Too few individual stocks →	**– PANIC AND OVERLOADING OF SYSTEMS.**
– Insufficient organizational stocks →	**– BLOCKING OF CRITICAL SERVICES.**
– Non-functional community stocks →	**– INEQUALITY AND SOCIAL TENSIONS.**

✓ *No level can fully compensate for the absence of the other.*
✓ *Balance keeps the system functional.*

RATIONAL STORAGE
– Prioritization.
– Rotation.
– Responsible use.

WHEN STOCKS ARE MISSING
– **INDIVIDUAL** ↓ → panic / overload
– **ORGANIZATIONAL** ↓ → service blockage
– **COMMUNITY** ↓ → inequity / tensions

WHEN STOCKS ARE OVERSIZED
– Waste.
– Artificial bottlenecks.
– Shortages in other areas.

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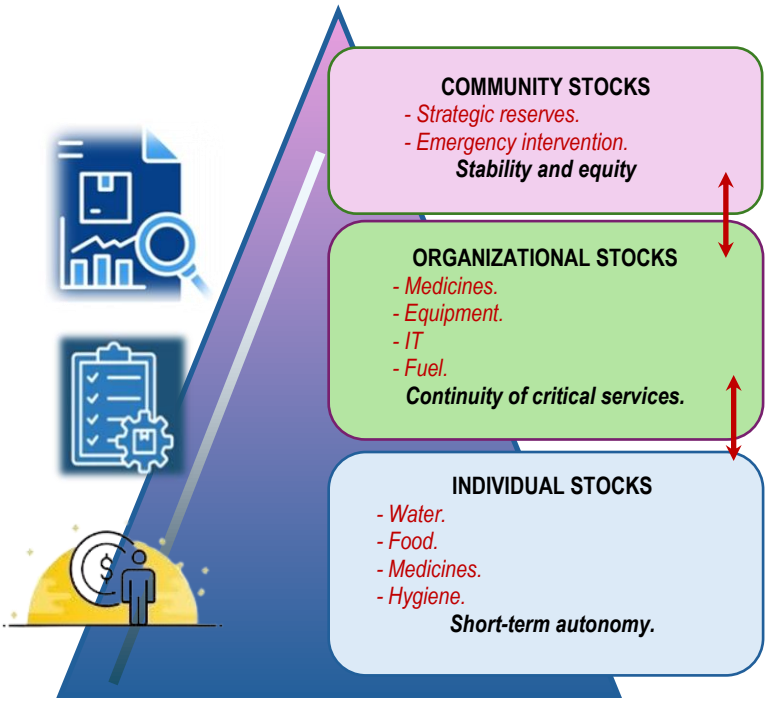

CORRELATION PRINCIPLES:

- Individual stocks ensure **short-term autonomy** and reduce initial pressure.
- Organizational stocks maintain **the functioning of essential services**.
- Community stocks provide **support and balance in the medium and long term**.
- Even during quarantine, **certain services must remain functional. And here we refer to** – ***health - emergencies, medical supply, electricity and gas supply, drinking water and sewage, telecommunications and the internet, public order and safety, and the basic food chains - production – distribution – access.***
- In pandemics, **critical services cannot operate *"normally,"* but *"in a controlled, prioritized, and adapted manner,"*** as a result of planning and not improvisation.
- Understanding the limitations and procedures through which these services are maintained – *identifying essential functions, ensuring critical staff, reducing non-essential activities, careful resource management, and clear coordination between institutions,* helps avoid risky behaviors, use available services responsibly, and establish the ways and means by which one can access the necessary support under restrictions. Digitalization and alternative solutions support continuity where possible. **The goal is not normal operation, but the necessary minimum continuity.**
- When supply chains are disrupted, **local adaptation becomes essential.** That is why you must recognize the importance of local resources, community support networks, and alternative solutions such as local food production, controlled resource exchange, or mutual aid among neighbors.
- The ability to identify and leverage these solutions increases community resilience and reduces exclusive dependence on centralized supply.

HOW TO EXPLAIN THESE CONCEPTS TO PROFESSIONALS

The instructor's role is to **shift the focus from viewing logistics as a purely technical field to LOGISTICS AS A FACTOR OF SURVIVAL AND CONTINUITY.**

It is essential that participants understand that, during quarantine, logistical dysfunctions can have a direct and rapid impact on health, social stability, and public trust.

It explains how **SUPPLY CHAINS FUNCTION AS INTERDEPENDENT SYSTEMS**, where the failure of a single link can affect the entire flow. Emphasis is placed on **identifying critical points / vulnerabilities**, dependence on a single supplier, staff shortages, transport restrictions, cross-border vulnerabilities, or the lack of buffer stocks.

It is important for the instructor to use real examples from previous pandemics to demonstrate how quickly the effects of a logistical disruption can spread.

It is emphasized that **INVENTORY MANAGEMENT** does not mean excessive accumulation, but a balance between needs, availability, and replenishment capacity. In simple terms, inventory management means knowing **what resources you have**, **where they are located**, **how much you consume**, and **when stocks need to be replenished**.

In this regard, convey **the basic principles for prioritizing critical resources – estimating needs for a specific period (30–60 days), maintaining minimum safety stocks, rotating stock to avoid expiration or degradation, prioritizing use based on needs – hospitals, essential personnel, vulnerable populations, avoiding waste, and ensuring equitable access.**

Also, initiate discussions to emphasize **THE DIFFERENCE BETWEEN INDIVIDUAL, ORGANIZATIONAL, AND COMMUNITY STOCKS** and how they must be coordinated.

The instructor highlights that **MAINTAINING ACCESS TO ESSENTIAL SERVICES** – health, energy, water, communications, sanitation – is a strategic objective during quarantine.

The real limitations of these services under crisis conditions and the importance of their responsible use are discussed. The focus is on the interdependence between logistics and the functioning of services, as well as on the role of clarifying access procedures and priorities.

To increase resilience, the instructor introduces the **CONCEPT OF LOCAL ADAPTATION** as a response to logistical disruptions. Examples of community solutions, use of local resources, support networks, local production, controlled distribution, or responsible sharing of resources are analyzed.

Participants are encouraged to think of solutions adapted to their context and to understand that flexibility and local initiative can temporarily compensate for the limitations of centralized systems.

The instructor does not limit himself to conveying information, but facilitates **UNDERSTANDING THE RELATIONSHIP BETWEEN LOGISTICS, BEHAVIOR, AND SURVIVAL**.

The goal is for participants to later convey these concepts in accessible, applied language adapted to different audiences.

LOCAL ADAPTATION – THE SYSTEM'S SHOCK ABSORBER

When central systems are under pressure, local solutions cushion the shock.



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RECOMMENDED

- Approaching logistics as an **integrated system**.
- Emphasis on **continuity, redundancy, and functional autonomy.**
- Discussions about **fragile logistics chains and critical points.**
- Linking logistics to **decision-making and leadership.**

TO AVOID

- Treating logistics as an exclusively technical problem.
- Assuming normal functioning of the market and suppliers.
- Ignoring interdependencies between services.
- Teaching based on "ideal" stocks.
- Neglecting the impact of logistical decisions on the population.
- Avoiding discussions about real shortages.

DIGITALIZING SURVIVAL

- ✓ The digitalization of survival in quarantine represents **the use of technology and digital tools to maintain the normal functioning of activities and to support decisions.** Communication, coordination, access to information, and many critical services depend on the functioning of digital systems.
- ✓ **Digitalization supports survival** in quarantine by maintaining communication and access to services, but it requires responsible use and awareness of risks.
- ✓ Knowing and understanding their role, as well as the limits and role of technology, allows you to use it effectively without becoming exclusively dependent on it, and helps you survive in crisis situations.

In this context, you should know that **digital platforms allow MAINTAINING CONTACT WITH FAMILY, COLLEAGUES AND AUTHORITIES, facilitating the coordination of activities and access to official information.** Remote work, telemedicine, online orders, and electronic payments reduce the need for travel and exposure to risk. At the same time, excessive dependence on technology can create vulnerabilities in the event of system outages.

During pandemics, **INFORMATION SPREADS FAST, BUT NOT ALWAYS CORRECTLY.** In this regard, it is important to identify official and credible sources, avoid spreading unconfirmed information, and limit exposure to alarming content. Understanding the role of official channels will help you make informed decisions and reduce panic or risky behaviors.

DIGITALIZING SURVIVAL IN QUARANTINE
Technology supports survival, it does not replace it.

Digital – invisible infrastructure, essential for survival



ATTENTION!
- *Digital is not infallible!*
- *Fast information is not always correct.*
- *Verification – discernment.*

SUPPORTED FUNCTIONS
- **Communication –** *family, friends, authorities.*
- **Remote work.**
- **Online education.**
- **Telemedicine.**
- **Online orders.**
- **Electronic payments.**
- **Official information.**

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Fewer trips – less exposure!

Digitalization helps us function in quarantine, dar reziliența reală vine din utilizare responsabilă și gândire critică.

The instructor's role is to turn the abstract concept of *"digitalization"* into a practical tool, directly linked to survival and continuity. He connects technology, decisions, and survival to achieve the objective that participants can explain and apply digital concepts in a practical way, identify risks, and suggest solutions adapted to their context.

In this regard, he stimulates reflection, sparks discussions about the responsible use of technology, and encourages critical thinking about digital continuity as part of pandemic preparedness and response. He also shows that digital platforms enable resource monitoring, rapid communication between teams, and tracking of important decisions, and he emphasizes how digitalization facilitates planning and decision-making under pressure, providing visibility into resources and the evolution of the situation.

He emphasizes the concept that ***"technology does not replace judgment, but supports it,"*** enabling rapid data analysis and synchronization of actions.

He explains that, during quarantine, many **critical functions move to the digital environment** – institutional coordination, work, education, resource distribution, communication with the population, and situation monitoring.

Participants must understand that a **digital disruption can immediately affect the functioning of essential services** and can generate chaos.

To increase effectiveness, the instructor uses concrete examples from previous pandemics, such as telemedicine platforms, quarantine monitoring applications, or critical stock management systems, to highlight the direct impact of technology on survival.

He emphasizes the role of accurate information as a critical resource. The difference between official information, institutional communication, and the informal flow of information online is explained. He explains that during pandemics, digital channels become the main tools for informing the population. Thus, messages must be coherent, clear, and adapted to different audiences. For this, he uses concrete examples – official communications via government websites, mobile applications, e-mail, social media, and real-time alert platforms.

Teach participants how to manage the flow of information, avoid disinformation, and maintain public trust through correct, repeated, and transparent messages.

Participants must understand the importance of identifying credible sources, message consistency, and avoiding information overload. The instructor's role in combating disinformation through rapid clarifications and simple messages is also discussed.

It is emphasized that dependence on technology also requires planning and managing the risks associated with intensive use of digital media – cyberattacks, fraud, data loss, unauthorized access, or system failures.

Basic principles for digital information security are conveyed – strong passwords, regular backup of critical data, limiting access to sensitive information, avoiding suspicious links, prudent online behavior, and having IT continuity plans in case of attack or system failure.

The instructor presents real scenarios in which digital vulnerabilities affected crisis response and discusses preventive solutions. He facilitates understanding of the relationship between technology, behavior, and resilience. The goal is for participants to be able to further convey clear messages about responsible use of technology, avoiding digital risks, and maintaining functional continuity in quarantine.

RECOMMENDED
- Treating digital as critical infrastructure.
- Linking digital solutions to decision-making continuity.
- Discussions about cybersecurity in crisis.
- Highlighting the interdependence between logistics and digital.
- Examples of digital failures in real pandemics

TO AVOID
- Idealizing technology as a universal solution.
- Overloading with digital tools.
- Ignoring the real digital skills of users.
- Neglecting security and unavailability risks.

EDUCATION AND TRAINING IN QUARANTINE

Education and training in quarantine are key elements of medium- and long-term survival. Adapting to new learning methods and maintaining the educational process contributes to stability, competence, and the ability to respond effectively to the challenges of the crisis.

In prolonged quarantine situations, many critical functions move partially or entirely into the digital environment – work, education, institutional coordination, access to services, and the relationship with authorities – and this highlights the increased dependence on technology and the immediate impact that a digital disruption can have on daily functioning.

Therefore, you must understand that **DISTANCE TRAINING** is a necessary solution for maintaining professional and personal skills. Online platforms, digital materials, and distance training sessions allow training to continue without direct contact. Maintaining a learning schedule helps structure time and reduces the feeling of stagnation or uselessness.

During quarantine, **CLASSICAL TRAINING METHODS MUST BE ADAPTED**. You must be prepared to learn in shorter sessions, focusing on essential and applicable information. Self-learning, practical exercises, and exchanging experience with other learners become important elements of the educational process.

EDUCATION AND TRAINING CONTRIBUTE TO INCREASING RESILIENCE, providing tools to cope with change and uncertainty. Understanding procedures, rules, and the general context reduces fear and increases adaptability.

Continuous training supports not only the individual but also the community, by maintaining the skills needed for essential services to function.

EDUCATION AS SURVIVAL INFRASTRUCTURE
Education maintains competence, structure, and adaptability during quarantine.
Medium- and long-term resilience.

Education maintains competence, reduces fear, and supports community functioning during quarantine!



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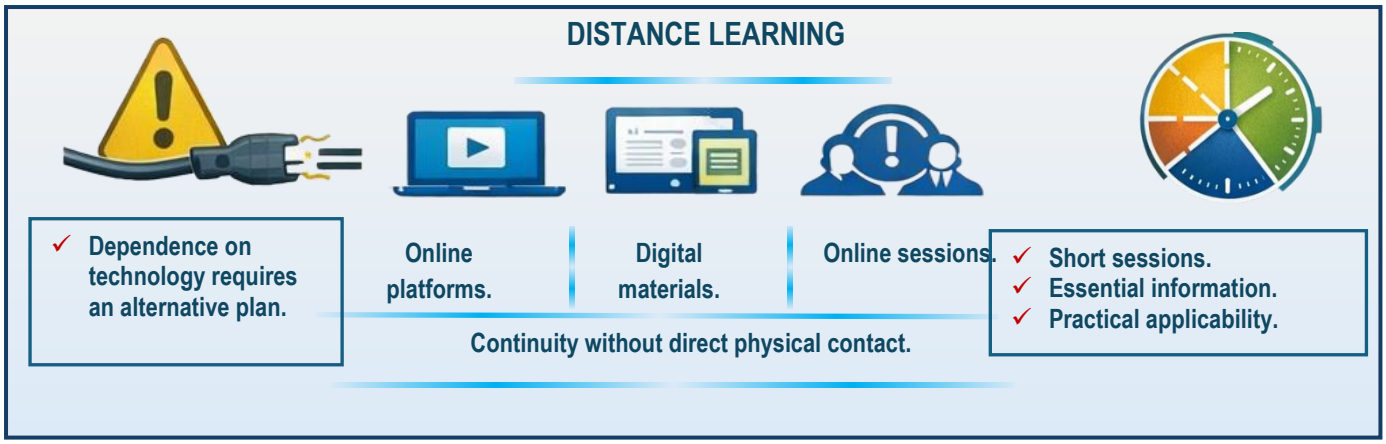

The instructor's role is to shift the perspective on digitalization, from a comfort solution to an **essential pillar of continuity and survival in quarantine.**

Digitalization supports communication, coordination, access to services and information, but also introduces risks that must be understood and managed. To highlight the importance of digitalization, as well as the fact that blockages can appear very quickly in the absence of functional digital solutions, the instructor uses concrete examples from real situations.

To demonstrate the importance of developing the minimum digital skills needed to function in quarantine, the instructor emphasizes the need to become familiar with communication, collaboration, and online training platforms, as well as remote work tools. The focus is not on technical performance, but on safe and efficient use.

RECOMMENDED

- Treating education as a factor of social stability
- Discussions about the continuity of training for essential personnel
- Exercises on adapting training methods to distance learning
- Focus on practical learning, not volume of information
- Integrating training into the continuity plan
- Examples of good practices and lessons learned

TO AVOID

- Complete suspension of training
- Mechanical transfer of face-to-face courses online
- Overloading learners in isolation
- Ignoring limited access to technology
- Treating training as a secondary activity
- Lack of evaluation and feedback

EXERCISE SHEET – 5.2. LOGISTICAL AND DIGITAL MANAGEMENT IN QUARANTINE – TOTAL QUARANTINE SIMULATION
EXERCISE TIP – Operational simulation / crisis management
SCOPE – developing the capacity for integrated management of logistics, human resources, and digital systems in a context of total quarantine, with zero mobility for the population.

SIMULATION CONTEXT

*Following the appearance of an extremely contagious pathogen, authorities declare **total quarantine for an initial period of 30 days, with the possibility of extension.***

- *Population mobility is prohibited*
- *Only strictly essential activities are allowed*
- *Supply chains are severely affected*
- *Public and media pressure is high"*

*Participants form a **crisis cell** responsible for the continuity of critical services.*

TASKS

- *Identify the critical services that must be maintained during the quarantine period.*
- *Develop an operational plan for:*
  - *supply of food, water, medicines;*
  - *essential staff;*
  - *critical services - energy, communications, health.*
- *Establish the digital coordination method between the involved actors.*
- *Define contingency measures for logistical failures.*

Possible injections during the simulation, introduced by the instructor:

- *disruption of a supply chain;*
- *unavailability of a digital platform;*
- *increased staff absenteeism;*
- *panic and public pressure.*

Expected outcomes

- *List of critical services that must continue to operate regardless of the duration of the pandemic/epidemic;*
- *Logistical and digital plan for maintaining continuity;*
- *List of critical decisions and their justification.*

Instructor's role during the simulation

- *Introduce injections progressively;*
- *Monitor the decisions made;*
- *Facilitate the analysis of the impact of decisions on the population.*

INDICATIVE ANSWERS – MODELS

***LIST OF CRITICAL SERVICES –** must continue to operate regardless of the duration of the pandemic/epidemic.*
Critical services are classified according to their direct impact on life and social stability, not economic importance.

Level 1 – Vital services	
– ***Health - emergencies, intensive care, medical supplies.***	– *Telecommunications and internet*
– ***Drinking water and sewage.***	– *Public order and safety*
– ***Electricity and gas.***	– *Basic food chain - production – distribution – access*
Level 2 – Critical support services	
– ***Logistical transport for essential goods.***	– *Funeral services*
– ***IT and cybersecurity.***	– *Waste management*
– ***Crisis administration services*** *– payments, records, permits.*	– *Maintenance and technical intervention services for critical infrastructure - water, energy, telecommunications networks, health facilities.*
Level 3 – Services with reduced activity	
– ***Education*** *(online only).*	– *Cultural and recreational services*
– ***Non-essential economic activities*** *– suspended or minimized).*	– *General administrative services for the population - civil status, public counters, citizen relations – limited / online operation*

LOGISTICS AND DIGITAL CONTINUITY PLAN

- ✓ The logistics plan does not solve the problem of *"having enough resources,"* but rather their intelligent, predictable, and ethical allocation, to keep the system functional throughout the crisis.
- ✓ Without coordination, communication, and digital security, even the best logistics plans fail.
- ✓ In quarantine, digital is not a support for logistics, but its invisible infrastructure.

RATIONALE – WHY?	
LOGISTICS COMPONENT	
SUPPLY	
– Centralization of procurement for critical resources	– Centralization reduces internal competition for limited resources, prevents redundant purchases, and allows priority negotiation with suppliers. – In a pandemic context, decentralized procurement generates imbalances, waste, and operational vulnerability.
– Dedicated and secure logistics routes	– Dedicated routes ensure the continuity of essential deliveries under mobility restrictions, reduce logistics staff exposure, and prevent blockages caused by traffic, checks, or security incidents.
– Minimum buffer stocks for 30–60 days	– Buffer stocks provide reaction and adaptation time in case of supply chain disruption. – The 30–60 day interval reflects the realistic time needed to reconfigure sources or adjust consumption.
ESSENTIAL STAFF	
– Nominal lists of critical personnel	– Nominal identification enables rapid activation, priority protection, and clear management of responsibilities. – Lack of lists generates confusion, overlaps, and risks of unavailability.
– Staff rotation schedule to prevent burnout	– Pandemics are prolonged crises. Without rotation, staff burnout leads to errors, absenteeism, and operational collapse even in the presence of sufficient material resources.
– Health protection measures and alternative accommodation	– Health protection reduces illness among essential staff, and alternative accommodation limits community transmission and ensures the constant availability of critical personnel.
DISTRIBUTION	
– Controlled distribution points	– They allow monitoring of flows, prevention of panic, and avoidance of uncontrolled population concentrations. – They facilitate the application of sanitary rules and priority criteria.
– Prioritization – hospitals → essential/critical staff → vulnerable population	– This sequence maximizes the effect of limited resources – hospitals sustain life, essential staff sustain critical functions, and protecting the vulnerable population reduces pressure on the system.

DIGITAL COMPONENT	
INTERNAL COORDINATION	
– Single crisis management platform	– Reduces information fragmentation, eliminates parallel channels, and enables a common operational picture. – Without a centralized platform, decisions are based on incomplete or contradictory data.
– Daily online briefings	– Ensures team synchronization, reduces uncertainty, and allows rapid adjustment of decisions. – The daily rhythm is appropriate for dynamic crises without overloading staff.
– Record of important decisions made	– Documenting decisions and their rationale enables subsequent evaluation, rapid correction, and accountability. – Lack of decision records – *what was decided, why it was decided so* and *who decided* fosters repeated errors and loss of internal trust.
PUBLIC COMMUNICATION	
– Single official channel	– Prevents confusion, reduces rumors, and establishes a predictable relationship with the public. – Multiplicity of official sources weakens credibility and message coherence.
– Short, repeated, coherent messages	– In stressful situations, information processing capacity is reduced. – Concise, repeated, and consistent messages increase the rate of understanding and application in practice.
– Countering disinformation through rapid clarifications	– Disinformation spreads faster than correct information. – Prompt clarifications reduce the impact of rumors and prevent dangerous or non-compliant behaviors. – *Official silence* is the most effective ally of disinformation.
DIGITAL SECURITY	
– Daily backup of critical data	– Daily backup ensures operational continuity in case of data loss, cyberattacks, or technical failures. – Data is one of the critical resources.
– Restricting access to sensitive information	– Controlled access reduces the risk of information leaks, data manipulation, and internal or external attacks.

	– In pandemics, sensitive information becomes a strategic target.
– IT continuity plan in case of cyberattack or system failure	– Digital continuity is a condition for survival. – The increased dependence on digital during quarantine turns IT infrastructure into a single point of failure. – Continuity plans - redundancy, offline procedures - prevent operational paralysis.

LIST OF CRITICAL DECISIONS AND THEIR JUSTIFICATION

DECISION	JUSTIFICATION
SUSPENSION OF NON-ESSENTIAL ACTIVITIES	– Reducing mobility and conserving human and logistical resources for vital functions.
PRIORITIZING RESOURCES TOWARD THE HEALTHCARE SYSTEM	– The healthcare system is a survival multiplier. – Its collapse generates chain losses.
CENTRALIZATION OF PUBLIC COMMUNICATION	– Contradictory messages increase panic and non-compliance. – A single communication channel increases trust.
ROTATION OF ESSENTIAL STAFF	– Staff exhaustion is a greater vulnerability than the lack of material resources.
TEMPORARY ACCEPTANCE OF DECREASED EFFICIENCY	– In total quarantine, resilience and continuity are more important than optimization.

- ✓ **In total quarantine, success is not measured by how much we can do, but by what we choose not to do to protect vital functions.**
- ✓ **Logistics and digital are not support – they are the backbone of survival.**

SPECIFIC INFORMATION TRANSMITTED

5.3. LEADERSHIP, COMMUNICATION AND ETHICS IN PANDEMICS

- ✓ In pandemics, leadership, communication and ethics are practical tools for survival and the functioning of society.
- ✓ Pandemics put pressure not only on health, but also on decision-making capacity, communication and collaboration.
- ✓ Understanding them enables informed decision-making, compliance with critical measures and contribution to community cohesion and safety.
- ✓ The survival and functioning of communities depend on effective leaders, clear communication and ethical decisions.
- ✓ The instructor's role is to create a safe framework in which trainees can practice difficult decisions, take responsibility and understand the real impact on people and communities.
- ✓ Leadership does not mean total control, but maintaining direction and stability in an unstable context.

Leadership in pandemics involves making decisions under pressure, maintaining team cohesion and managing one's own stress. Therefore, leaders must prioritize critical actions, adapt plans quickly and maintain a balance between firmness and empathy.

Isolation, extended schedules and external pressure can affect performance, and awareness of these limits helps prevent errors and burnout.

MANDATORY MEASURES, such as quarantine, vaccination or mobility restrictions, **CAN BE PERCEIVED NEGATIVELY.**

Clear, coherent, and repeated communication that explains the reasons for decisions reduces resistance and panic.

It is important to use official channels, avoid contradictory information, and manage public feedback to maintain trust and compliance with measures.

Essential resources – medicines, medical equipment, specialized personnel – may be insufficient for everyone. **ETHICAL PRINCIPLES OF RATIONAL AND EQUITABLE PRIORITIZATION**, the difference between equality and equity, and the justification of decisions are essential. The choice must be transparent and accountable, to maintain trust and social cohesion.

PRINCIPLE	Concrete application	Practical example
Prioritization based on urgency and risk	– Allocating resources where the impact is greatest	– Priority treatment for critical patients; essential medical staff
Equity and non-discrimination	– Equal access to resources, without social, economic, or political favoritism	– Distributing vaccines without discrimination by social group
Maximizing benefit	– Resources are used for the greatest benefit to the community	– Vaccinating essential staff and vulnerable populations first
Accountability and transparency	– Decisions are documented and clearly communicated	– Publishing resource allocation criteria and decision-making rationale
Proportionality	– Restrictions or priorities are temporary and necessary	– Temporary limitation of certain rights to protect public health
Flexibility and adaptability	– Reviewing priorities according to the evolution of the crisis	– Adjusting vaccination strategy based on the emergence of new outbreaks

DIFFERENCES BETWEEN EQUALITY AND EQUITY IN A HEALTH CRISIS

	EQUALITY	EQUITY
DEFINITION	– Everyone receives the same thing	– Resources are distributed according to needs and circumstances
PRINCIPLE	– Uniformity	– Proportionality and adaptation to needs
APPLICATION IN A HEALTH CRISIS	– Each person receives the same amount of resources	– Prioritizing the most vulnerable or essential staff
EXAMPLE	– All residents receive the same amount of protective equipment	– Medical staff and people at risk receive more equipment and priority for vaccination
LIMITATION / ADVANTAGE	– Simple and "*fair*" but can be inefficient	– More complex, but maximizes community benefit and protection

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PUBLIC TRUST AND SOCIAL COHESION

Community survival depends on following rules and collaborating.

PUBLIC TRUST – is earned through transparency, clear communication, and responsible behavior.

SOCIAL COHESION – is maintained by respecting rights, explaining temporary limitations, and involving the community in decisions that affect their lives. Lack of trust can lead to non-compliance, panic, or social conflict.

It is explained that leadership during pandemics is exercised under constant pressure uncertainty, and isolation, and the importance of adaptive leadership is emphasized—leadership that combines firmness with empathy and accepts the real limits of the situation.

It is highlighted that isolation and exhaustion can affect judgment and coordination capacity. Therefore, maintaining role clarity, mutual support, and rotation of responsibilities become essential.

The instructor addresses communication as a decisive factor in compliance and trust, and unpopular decisions such as restrictions, quarantine, and prioritization are inevitable in pandemics. Therefore, the way they are communicated directly influences the reaction of the public and teams.

The importance of clear, coherent, and repeated messages, adapted to the audience's level of understanding, is explained.

It emphasizes honest communication about uncertainty and the reasons behind decisions.

Lack of explanations or contradictory messages can generate resistance, panic, or distrust.

The concept of **ETHICS AS AN INTEGRAL PART OF THE DECISION-MAKING PROCESS** is introduced.

In pandemics, essential resources may be insufficient for everyone, and prioritization becomes inevitable.

The difference between equality and equity is discussed, as well as the need to establish clear and justified criteria.

It is important for participants to understand that ethical decisions must be assumed and explained, even when they are difficult.

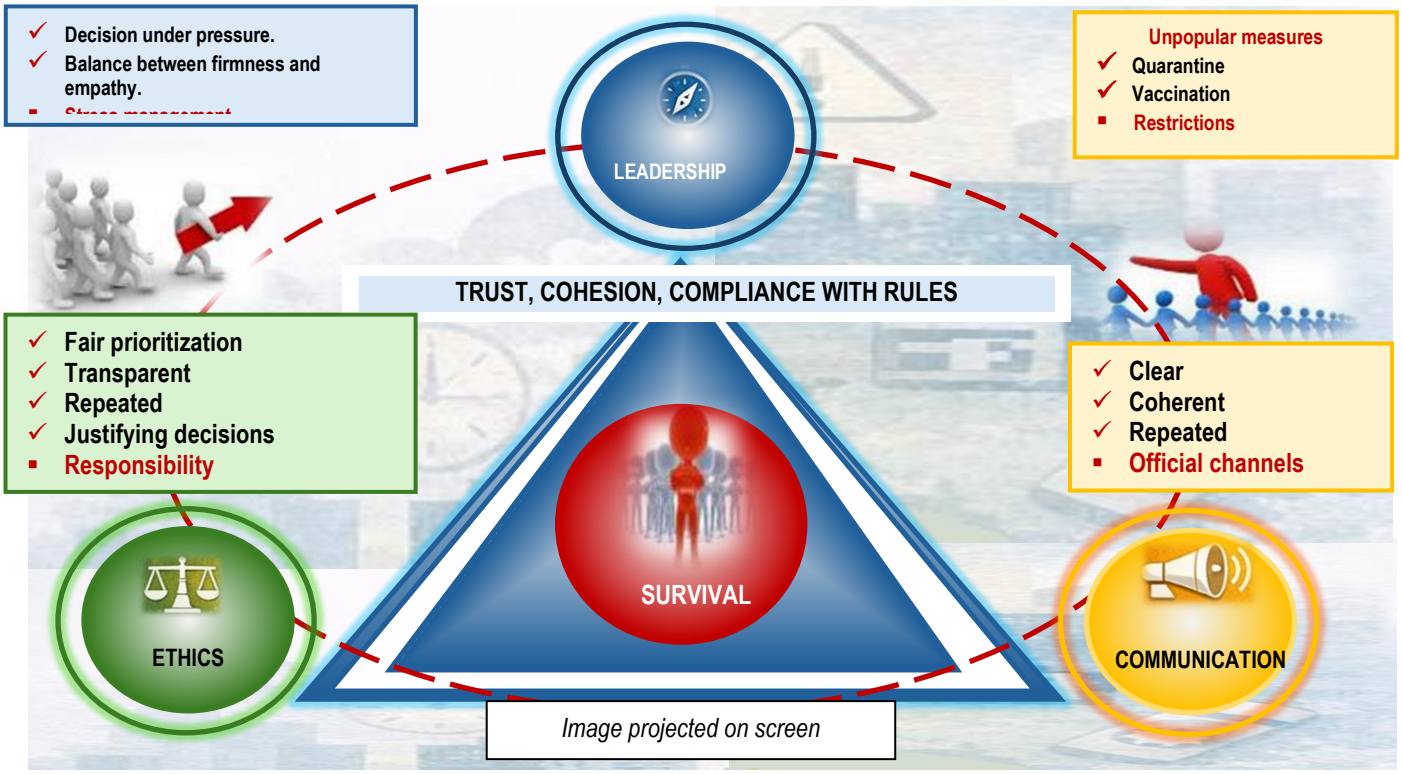
The instructor encourages the analysis of consequences and responsibility for the impact of decisions on individuals and communities. He emphasizes that public trust is a strategic resource that can be lost quickly and is difficult to rebuild. Social cohesion depends on transparency, consistency, and adherence to the principles of fairness. Clear communication, responsible behavior of leaders, and community involvement contribute to maintaining this trust.

The risks of social fragmentation, stigmatization, and polarization are discussed, as well as the role of leadership and communication in preventing them.

An open approach to sensitive topics such as the restriction of rights or collective sacrifices is encouraged in a safe and structured framework. In this regard, the instructor facilitates reflection and debate, rather than providing definitive answers.

The goal is to develop analytical capacity, decision-making, and responsible communication, so that participants can manage complex situations and pass these competencies on to others.

LEADERSHIP – COMMUNICATION – ETHICS IN PANDEMICS
The triangle of social survival



RECOMMENDED

- Approaching leadership as a factor of stability, adaptive.
- Discussions about decision-making under pressure and burnout.
- Exercises in formulating difficult messages with emphasis on clarity, consistency, and empathy.
- Linking leadership to maintaining functional teams.
- Clarifying the difference between equality and equity.
- Analyzing the consequences of ethical decisions.
- Treating trust as a strategic resource.

TO AVOID

- Teaching leadership exclusively theoretically.
- Messages without explanation, excessive or ambiguous technical language.
- Avoiding sensitive topics – rights, freedoms, sacrifices.
- Minimizing the emotional impact of decisions.

PEDAGOGICAL METHODS FOR TRANSMITTING INFORMATION

EXERCISE SHEET – 5.3. LEADERSHIP, COMMUNICATION AND ETHICS IN PANDEMICS
ROLE-PLAY – STRUCTURED DEBATE
TOPIC - *„DOES COLLECTIVE SAFETY JUSTIFY RESTRICTING INDIVIDUAL RIGHTS?"*

EXERCISE TYPE – Role-play + structured debate.
PURPOSE – Developing learners' ability to analyze, argue, and facilitate complex ethical decisions in pandemic contexts, characterized by public pressure, uncertainty, and major impact on fundamental rights.
OBJECTIVES

- understanding the conflict between collective safety and individual freedoms;
- practicing rational and ethical argumentation;
- developing leadership and communication skills.

SCENARIO CONTEXT

„A highly transmissible pandemic is in an acceleration phase. The healthcare system is under pressure, and authorities are considering:

- *restricting freedom of movement;*
- *limiting public gatherings;*
- *conditioning access to certain services.*

The decision has a major impact on individual rights and generates social polarization".

PARTICIPANT ORGANIZATION

Participants are divided into three groups:

Group A – Supporters of restricting rights

Role - Government decision-makers / leaders.

Task - To argue that the measures are necessary, proportionate, and temporary for the protection of life.

Group B – Opponents of restricting rights

Role - Representatives of civil society / human rights experts.

Task - To argue that restricting rights creates major ethical, social, and political risks.

Group C – Observers – optional.

Role - Instructors / evaluators.

Task - Analyze the quality of arguments, coherence, adherence to the ethical framework, and leadership style.

EXERCISE STRUCTURE / FLOW

Stage 1 – Preparation (10–20 min)

- Clarify the framework and rules - respect, principle-based argumentation, time limits.
- Present the topic and purpose of the exercise - *ethical and decision-making analysis, not "winning" the debate - the exercise tests leadership and reasoning ability, not personal beliefs.*
- **Building group positions (5–10 min)**
  - Each group builds its arguments.
    - Group A - supports restricting rights in the name of collective safety.
    - Group B - contests the restriction and defends individual rights.
    - Clear positions are defined (1–2 sentences), at least 3 solid arguments and examples are identified and formulated, acceptable limits are set (when they no longer support the position).
    - The instructor circulates between groups, clarifies ambiguities, encourages structured argumentation.
- **Choosing spokespersons and observers (5 min)**
  - 1–2 main speakers / group;
  - observers (neutral), who note the quality of the arguments presented, not "who is right".

Stage 2 – Debate (30–40 min)

- **Opening statements** (5 min / group)
  - Each group presents its position
- **Main arguments** (10 min / group)
  - Important arguments - legal, ethical, operational.
  - Examples from real pandemics.
- Counterarguments and rebuttals (10 min / group)
  - Each group critically responds to the other's arguments.
- Cross-questions (moderated by the instructor)
  - Short and precise questions.

Stage 3 – Synthesis and reflection (20–30 min)

- Observers present their conclusions.
  - quality of arguments;
  - logical coherence;
  - adherence to ethical principles;
  - the leadership style demonstrated.
- Groups reflect on the positions they supported
  - Guiding questions
    - *Which arguments were the strongest?*
    - *Where did the real dilemmas emerge?*
    - *Which decisions would have been difficult to make in practice?*

ARGUMENTS (SUGGESTIVE) SUPPORTED BY PARTICIPANTS

For Group A – Pro restriction

- Protecting life is a priority over other rights.
- Rights can be legally restricted in exceptional situations.
- The measures are temporary and revisable.
- Lack of intervention leads to loss of life.

For Group B – Against restriction

- Restricting rights creates dangerous precedents.
- Erosion of public trust reduces the effectiveness of measures.
- There are less intrusive alternatives.
- Disproportionate impact on vulnerable groups.

POSSIBLE GUIDING QUESTIONS

1. *What is the acceptable limit of restricting rights?*

2. *Who decides and on what basis?*
3. *How is abuse of power avoided?*
4. *How are rights regained after the crisis?*

GUIDING ANSWERS

1. *The acceptable limit is reached when the restriction of rights is **strictly necessary to protect life**, **proportionate to the risk**, **limited in time**, and **revisable**.*

***The restriction of rights becomes unacceptable** when:*

- *there is no longer a clear link between the measure and the risk;*
- *it is applied indiscriminately, without considering the disproportionate impact;*
- *it is extended without updated justification.*

Rights can be restricted only as long as they are indispensable for preventing greater harm.

2. ***The decision belongs to legally mandated authorities**, and must be based on:*
   - *scientific expertise and updated data;*
   - *transparent risk assessments;*
   - *consultation of multidisciplinary experts - health, ethics, law, sociology.*

***The legitimacy of the decision** derives not only from authority, but from the **decision-making process**.*

Not only who decides matters, but how and on what basis they decide.

3. ***Abuse of power** is avoided through:*
   - *clear and public definition of the limits of the measures;*
   - *independent control and oversight mechanisms;*
   - *decision-making transparency and constant communication;*
   - *the possibility of contesting and correcting decisions.*

Lack of control turns the exceptional measure into dangerous normality.

Exceptional power must be accompanied by exceptional responsibility.

4. ***Rights must be regained**:*
   - *automatically, once the risk justification ceases;*
   - *through clear legal mechanisms established in advance;*
   - *through explicit public communication regarding the return to normality.*

Regaining rights must not depend on arbitrary decisions or social pressure.

Rights are not "given back" as a favor, but reactivated as a norm.

THE INSTRUCTOR'S ROLE

- Neutral moderator of the debate.
- Ensures compliance with rules and time.
- Highlights the difference between emotional and rational arguments.
- Connects conclusions with real decision-making practice.

EXERCISE SHEET 5.3.1. – LEADERSHIP, COMMUNICATION AND ETHICS IN PANDEMICS – MANAGING RESOURCES IN QUARANTINE

EXERCISE TYPE - Decision analysis / allocation of limited resources
PURPOSE - training the capacity to prioritize, allocate and reconfigure limited resources in a prolonged quarantine context.
CONTEXT

The total quarantine is extended to 60 days. Available resources are limited and cannot be supplemented in the short term.
Critical resources analyzed:

- food and water;
- medicines and sanitary materials;
- qualified personnel;
- digital infrastructure;
- logistics capacity.

TASKS

- *Assess the initial level of resources and the consumption rate.*
- *Establish prioritization criteria for resource allocation.*
- *Decide:*
  - *which services are maintained;*
  - *which services are reduced;*
  - *which services are temporarily suspended.*
- *Identify alternative solutions and substitute resources.*
- *Staff availability drops below 60%. Which functions cannot be compromised and why?*

EXPECTED RESULT

- Resource prioritization matrix;
- Reasoned decisions on resource allocation;
- Identification of critical points / vulnerabilities.

THE INSTRUCTOR'S ROLE

- Stimulates justification of decisions;
- Highlights indirect consequences;
- Links the exercise to lessons identified/learned.

INDICATIVE ANSWERS (MODEL)

RESOURCE PRIORITIZATION MATRIX

Criteria used

- Direct impact on life
- Impact on continuity of critical services
- Degree of substitutability
- Time to collapse if the resource is missing

Priority is determined by systemic dependency, not economic value.

Resource	Priority	Justification
Critical medical staff	Very high	– Without staff, infrastructure becomes useless
Medicines and medical supplies	Very high	– Directly linked to survival
Drinking water	Very high	– Vital resource, no substitute
Electricity	Very high	– Supports all critical functions
Telecommunications / internet	High	– Coordination, information, control
Basic food	High	– Social and biological stability
Logistics staff	High	– Ensures the flow of resources
IT and cybersecurity	Medium–high	– Systemic vulnerability
Public transport	Medium	– Reduced to a minimum, focused on the essential
Non-critical administrative services	Low	– Can be temporarily suspended

ARGUED DECISIONS ON RESOURCE ALLOCATION

DECISION	JUSTIFICATION
Priority allocation of staff to health and logistics	– Qualified staff is the most difficult resource to replace. It is redistributed from suspended areas.
Reduction of non-essential services	– Conserving material and human resources for critical functions extends resilience capacity.
Rationalizing resource consumption	– Extending the duration of use is more efficient than rapid depletion in the absence of resupply.
Prioritizing vulnerable populations	– Reduces pressure on the healthcare system and prevents social instability.
Protecting digital infrastructure	– Without digital coordination, logistics becomes chaotic and inefficient.
✓ **The right decisions are those that keep vital functions going long enough for the system to adapt.**	

IDENTIFYING CRITICAL POINTS / VULNERABILITIES

VULNERABILITY	RISK	MEASURE TAKEN
Dependence on a single supplier	– Rapid supply collapse	– Supplier diversification and buffer stock
Exhaustion of essential staff	– Operational errors, performance decline	– Rotation, psychological support, recovery periods
Digital infrastructure failures	– Loss of coordination	– Backup, redundancy, offline procedures
Public panic	– Excessive consumption and non-compliance	– Transparent and predictable communication
Lack of a clear ethical framework	– Arbitrary decisions, loss of trust	– Explicit criteria publicly endorsed

Co-funded by the European Union





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MODULE VI - SPECIFIC CONSIDERATIONS FOR PERSONS WITH DISABILITIES IN CRISIS SITUATIONS

- ✓ Why must we prepare for crisis?
- ✓ Types of disabilities and specific needs in crisis situations.
- ✓ The impact of crises on persons with disabilities.
- ✓ General strategies for supporting persons with disabilities in crisis situations.
- ✓ Case studies and real examples.
- ✓ Developing personal resilience.
- ✓ The rights of persons with disabilities in crisis situations.
- ✓ Specific characteristics of persons with disabilities for survival in specific crisis situations – earthquake, floods, fires, landslides, extreme temperatures.
- ✓ Possible practical solutions and recommendations for authorities and communities.



MODULE 6

MAP OF THE INTEGRATED SURVIVAL COURSE
PLACE OF MODULE 5 - SURVIVAL IN EPIDEMIC/PANDEMIC SITUATIONS



MODULE 6 – SPECIFICS FOR PERSONS WITH DISABILITIES IN CRISIS SITUATIONS is positioned in the integrated course as a stage of **adaptive and differentiated application of survival skills**, depending on the specific needs and vulnerabilities of persons with disabilities. After learners have covered the main types of crises and understood the general adaptation mechanisms in Modules 1–5, this module shifts the focus to **INCLUSION AND ACCESSIBILITY IN SURVIVAL**.

In the course map, **MODULE 6 integrates all previously developed skills** and adapts them to situations where mobility, communication, access to resources, and autonomy are limited. Risk assessment, planning, resource management, and functionality maintenance skills are reinterpreted according to the individual context, highlighting the need for personalized solutions.

MODULE 6 creates a direct link between the general principles of survival and their application in real contexts of vulnerability, emphasizing the role of family, community, and institutions in ensuring protection and support. It highlights that the impact of a crisis is amplified in the absence of adaptation and access to adequate resources.

Through its positioning, **MODULE 6 completes the integrated course**, demonstrating that effective survival requires not only general adaptation but also the ability to respond to the specific needs of all categories of people, ensuring a coherent, responsible, and inclusive approach to crisis situations.



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MODULE 6 IMPLEMENTATION PLAN –
SPECIFIC CONSIDERATIONS FOR PEOPLE WITH DISABILITIES IN CRISIS SITUATIONS

1. ORGANIZATION FORMAT - training course for professionals

2. TARGET AUDIENCE / PARTICIPANTS - professionals from different crisis-related fields, NGO experts with disabilities, institutional staff with training roles

3. ASSESSMENT TYPE - formative, summative, and pedagogical transfer evaluation

4. PURPOSE - Developing the professional skills of training instructors to design, deliver, adapt, and evaluate training programs on the specific considerations of people with disabilities in crisis situations, using inclusive, participatory pedagogical methods adapted to various target groups.

5. GENERAL OBJECTIVES

By the end of the module, instructors will be able to:

- Design training sessions adapted to different types of disabilities and crisis contexts.
- Use inclusive and accessible pedagogical methods.
- Critically analyze the impact of crises on people with disabilities from an educational and operational perspective.
- Facilitate learning processes centered on experience, case studies, and simulations.
- Evaluate the skills acquired by learners with disabilities and their application in practice.

6. SPECIFIC OBJECTIVES

Instructors will be able to:

- Explain key concepts related to disabilities, vulnerability, and crisis management for these individuals;
- Adapt information content and language for different categories of learners with disabilities;
- Select and apply appropriate pedagogical methods for adult education;
- Build relevant case studies and practical exercises;
- Facilitate sensitive discussions about disabilities and group emotion management;
- Develop assessment tools - sheets, rubrics, scenarios;
- Integrate human rights and inclusion principles into the training process.

7. REQUIRED RESOURCES

- PowerPoint presentations / flipchart
- Model exercise sheets (editable)
- Real and simulated case studies
- Adapted crisis checklists
- Video materials for analysis
- Demonstrative emergency kit

8. MODULE STRUCTURE

9.1. WHY SHOULD WE PREPARE FOR CRISIS?

DIDACTIC CONTENT (what is taught)

- What is a crisis (natural, technological, health disasters)
- Vulnerabilities for persons with disabilities
- Risk awareness
- Understanding the importance of prevention
- Examples from recent events

TRAINING METHODS (PEDAGOGICAL RECOMMENDATIONS)

- Interactive presentation
- Guided brainstorming
- Guided discussion

POSSIBLE QUESTIONS

- *How would you adapt this topic for a mixed group?*
- *What methods would stimulate participation?*
- *What risks exist in your community?*
- *What would happen if a crisis occurred tomorrow?*

9.2. TYPES OF DISABILITIES AND SPECIFIC NEEDS

DIDACTIC CONTENT (what is taught)

- Identifying the specific needs of a person with disabilities
- Motor disabilities
- Sensory disabilities (visual, auditory)
- Intellectual and psychosocial disabilities
- Multiple disabilities
- Avoiding stereotypes

TRAINING METHODS (PEDAGOGICAL RECOMMENDATIONS)

- Case studies
- Group work
- Situation analysis
- Exercise - Match the type of disability with the priority needs in evacuation.

9.3. THE IMPACT OF CRISES ON PERSONS WITH DISABILITIES

DIDACTIC CONTENT (what is taught)

- Understanding the physical, emotional and social impact
- Interruption of support services
- Isolation, anxiety, post-traumatic stress
- Access barriers

TRAINING METHODS (PEDAGOGICAL RECOMMENDATIONS)

- Guided discussion
- Video analysis

9.4. GENERAL SUPPORT STRATEGIES FOR PERSONS WITH DISABILITIES

DIDACTIC CONTENT (what is taught)

- Accessible communication
- Individual emergency plans
- The role of the family and the community

TRAINING METHODS (PEDAGOGICAL RECOMMENDATIONS)

- Role play
- Simulation

9.5. DEVELOPING PERSONAL RESILIENCE

TEACHING CONTENT (what is taught)

- Adaptability to unforeseen situations
- Stress management
- Reducing anxiety through education and practical training
- Developing a proactive, winning mindset in the face of crises.
- Stay informed
- Know your neighbors
- Make your home safer
- Be prepared for evacuation
- Choosing a support person

TRAINING METHODS (PEDAGOGICAL RECOMMENDATIONS)

- Case study, Debate and Pair Discussions
- Exercise - *Analyze a case of evacuating a person with disabilities during a flood.*
- Exercise - *Identify 5 risks in your home and propose risk reduction solutions.*
- Exercise - *Complete a personal emergency checklist.*

9.6. THE RIGHTS OF PERSONS WITH DISABILITIES IN CRISIS SITUATIONS

TEACHING CONTENT (what is taught)

- Principles of non-discrimination
- Access to information and services
- Responsibilities of authorities

TRAINING METHODS (PEDAGOGICAL RECOMMENDATIONS)

- Debate
- Discussions
- Concrete examples from the community.
- Case study – what would you do differently?

9.7. PARTICULARITIES REGARDING THE ACTION OF PERSONS WITH DISABILITIES BY TYPE OF CRISIS

TEACHING CONTENT (what is taught)

- Evacuation and rapid response scenarios.
- Action during earthquakes
- Action during floods
- Action during fires
- Action during landslides
- Action during extreme temperatures
- The role of authorities
- Community involvement

TRAINING METHODS (PEDAGOGICAL RECOMMENDATIONS)

- Teamwork
- Solution presentation
- Exercise - *Developing a mini personal plan for crisis situations.*

9.8. POSSIBLE PRACTICAL SOLUTIONS AND RECOMMENDATIONS FOR AUTHORITIES AND COMMUNITIES

- Workshop
- Best practices analysis

9.9. CASE STUDIES AND REAL EXAMPLES

SPECIFIC INFORMATION PROVIDED

DETAILS OF TEACHING CONTENT – information to be conveyed to learners.

1. WHY SHOULD WE PREPARE?

- ✓ Crises can occur anytime and anywhere;
- ✓ Preparation is the key to survival;
- ✓ First responders will not be available immediately, so we must act quickly;
- ✓ Utilities - phone/internet, electricity, water - may not work;
- ✓ Roads may be impassable, and transportation may be unavailable.
- ✓ Grocery stores, pharmacies, banks may be closed

The crisis is not just the event itself, but also the way the environment and systems respond or fail to respond to people's specific needs, and a person with disabilities has specific needs on a constant basis.

For a person without disabilities, a crisis is often perceived as a temporary situation that can be managed through mobility, access to information, and the ability to make quick decisions. In contrast, **for a person with disabilities**, a crisis is frequently experienced as an **amplification of existing barriers -** lack of access, communication difficulties, or dependence on others.

- ✓ Preparing for crisis situations does NOT mean panic.
- ✓ Preparation means **RESPONSE CAPACITY, AUTONOMY, and MAINTAINING DIGNITY** when the crisis occurs.







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Thus,

- **a person with a motor disability** may perceive evacuation as almost impossible without support;
- **a person with a sensory disability** may not receive alerts or emergency instructions;
- **a person with an intellectual or psychosocial disability** may experience the crisis as extremely confusing.

The major difference in how crises are perceived lies not only in the ability to understand the danger, but especially in **ensuring and accessing the resources available to react**. People without disabilities can move more easily, access diverse information, and improvise quick solutions. People with disabilities, on the other hand, face:

- mobility or orientation limitations;
- dependence on medication, equipment, or personal assistance;
- limited access to information in accessible formats;
- difficulties in adapting quickly to sudden changes.

In crisis situations, these differences can turn a moderate risk into a **major or life-threatening risk** for people with disabilities.

People with disabilities are more vulnerable in crisis situations because:

- Reaction time is longer.
- Response options are limited.
- Information processing may be affected.
- Dependence on others can increase risk.
- Dependence on support services increases reaction time – personal assistants, caregivers, social services;
- Use of assistive equipment – wheelchairs, hearing aids, special medical devices;
- Limited access to safe infrastructure adapted to specific needs;
- Increased risk of isolation during crises;
- Difficulties in expressing needs in extreme stress situations.

A MODERATE RISK FOR A TYPICAL PERSON CAN BECOME A MAJOR OR LIFE-THREATENING RISK FOR A PERSON WITH A DISABILITY.

FOR A PERSON WITH DISABILITIES, THE CRISIS AMPLIFIES EXISTING BARRIERS

PHYSICAL BARRIERS	– slow or impossible movement
	– inability to evacuate quickly
SENSORY BARRIERS	– cannot hear alarms
	– cannot see signs / dangers
COGNITIVE BARRIERS	– difficulty understanding complex instructions
	– delayed reactions
SOCIAL BARRIERS	– dependence on a companion
	– being ignored or lacking support from others



THE FIRST HOURS ARE CRITICAL FOR PEOPLE WITH DISABILITIES

In crisis situations:

- Organized intervention may be delayed.
- Resources are limited.
- Chaos is high.

For people with disabilities:

- every minute counts **2–3 times more**.



– lack of a plan means loss of control.

PREPAREDNESS MEANS	WITHOUT PREPAREDNESS
– Knows what to do. – Knows how to ask for help. – Keeps control. – Avoids unnecessary panic.	– Confusion. – Total dependence. – Increased risk.

Lack of preparedness can lead to situations where people with disabilities are the last to be evacuated, the first to be affected, and the least assisted.

*People with disabilities must prepare for crisis situations not because they are weaker, but because **the environment is not always ready for them**. Through information, prevention, and planning, risks can be reduced, and the chances of survival and adaptation increase significantly!*

HOW WE PREPARE



Preparedness for people with disabilities begins with AWARENESS OF REAL RISKS. This means they must know:

– what types of crises can occur in the area where they live – what they might face;
– what barriers they might encounter in each situation;
– what personal and community resources are available;
– who can provide support in an emergency.

Risk awareness does not mean inducing fear, but **increasing the capacity to anticipate and control**.

The second step is AWARENESS OF THE IMPORTANCE OF PREVENTION for people with disabilities and taking the necessary measures to ensure these preventive measures, considering that reaction time is often longer and options are more limited.



Prior preparation can mean:

– saving one's own life;
– maintaining independence;
– reducing anxiety and panic;
– avoiding separation from the support person;
– protecting health and personal dignity.

The third step is DEVELOPING A TAILORED PREPAREDNESS PLAN adapted to concrete needs, which allows the person with disabilities to be an **active participant**, not just a passive recipient of help.

Recent events have clearly shown that lack of preparedness disproportionately affects people with disabilities:
– during floods or earthquakes, many people with reduced mobility could not evacuate without help;
– during the COVID-19 pandemic, people with disabilities were affected by the interruption of medical and social services;
– during periods of extreme temperatures, isolation and lack of support increased health risks.
*These situations show that **preparedness is not a luxury**, but a **vital necessity**, and the inclusion of people with disabilities in crisis plans must be a priority.*

PREPAREDNESS means SAFETY + DIGNITY

People with disabilities are NOT more vulnerable because they are "weaker", but because the environment is not prepared for them.

2. TYPES OF DISABILITIES AND SPECIFIC NEEDS IN CRISIS SITUATIONS

Crisis situations (natural disasters, pandemics, armed conflicts, economic crises, political and social crises) can have a significant impact on all people, **but those with disabilities face additional challenges**.

Personalized preparation, depending on the disability, to cope with these situations and to ensure the safety and survival of people with disabilities is ESSENTIAL!

There is NO "ONE-SIZE-FITS-ALL SOLUTION" FOR A CATEGORY OF DISABILITY.

EACH PERSON HAS DIFFERENT NEEDS, DEPENDING ON:	
– The type of disability. – The level of autonomy. – The specific context. – The type of crisis.	✓ Disability is not uniform. ✓ Two people with the same disability can have completely different needs. ✓ Crisis changes behavior and reaction capacity. ✓ Needs must be identified **in real time.**

VISIBLE DISABILITIES – EASIER TO IDENTIFY → BUT NOT SIMPLE TO MANAGE - Wheelchair. - White cane. - Prosthetics. - Assistive devices.		INVISIBLE DISABILITIES – NOT OBVIOUS → BUT CAN BE CRITICAL IN CRISIS SITUATIONS - Medical conditions (diabetes, epilepsy, chronic diseases). - Cognitive disabilities (autism, memory disorders). - Psychosocial disabilities (anxiety, PTSD, depression). - Sensory processing disorders.
PHYSICAL DISABILITIES 	**HOW DO THEY MANIFEST?** - They affect mobility or the functionality of certain parts of the body, including people who use wheelchairs, prosthetics, canes, or other assistive devices. **CHALLENGES IN CRISIS SITUATIONS** - Difficulties evacuating in case of fire, earthquake, or armed attack. - Limited access to adapted shelters. - Lack of adequate assistive equipment (backup batteries, wheelchairs, walkers).	**POSSIBLE SOLUTIONS** - Creating a personalized evacuation plan with accessible routes. - Ensuring an emergency kit with necessary equipment. - Forming a support network (family, friends, neighbors, volunteers).
SENSORY DISABILITIES - VISUAL IMPAIRMENTS 	**HOW DO THEY MANIFEST?** - Total or partial blindness and other severe vision problems. **CHALLENGES IN CRISIS SITUATIONS** - Difficult access to essential information about danger. - Independent navigation in affected environments (debris, lack of tactile landmarks). - Lack of visual guidance during rapid evacuations.	**POSSIBLE SOLUTIONS** - Audio alert applications. - Braille labeling on emergency objects. - Creating an evacuation plan based on tactile or sound points.
HEARING DISABILITIES 	**HOW DOES IT MANIFEST?** Includes total or partial hearing loss. **CHALLENGES IN CRISIS SITUATIONS** - Difficulties in receiving sound warnings (alarms, voice announcements). - Communication problems with rescue teams.	**POSSIBLE SOLUTIONS** - Using visual alert applications. - Wearing a badge indicating the disability to facilitate communication. - Emergency kit with pre-written notes to quickly communicate needs.
COGNITIVE AND INTELLECTUAL DISABILITIES 	**HOW DOES IT MANIFEST?** - Conditions such as autism, Down syndrome, dementia, memory disorders, or difficulties processing information. **CHALLENGES IN CRISIS SITUATIONS** - Difficulty understanding complex instructions. - Increased stress and anxiety due to sudden changes. - Problems with orientation and quick decision-making.	**POSSIBLE SOLUTIONS** - Simple visual guides for evacuation. - Regular reaction training for emergency situations. - Emotional support and a clear action plan adapted to specific needs.
MENTAL AND EMOTIONAL DISABILITIES	**HOW DOES IT MANIFEST?** - Severe depression, anxiety disorders, schizophrenia, PTSD **CHALLENGES IN CRISIS SITUATIONS** - Extreme stress reactions (panic attacks, confusion, paranoia). - The need for regular medication. - Social isolation and difficulty asking for help.	**POSSIBLE SOLUTIONS** - Emergency kit with essential medications. - Lists of support contacts (doctors, family, support groups). - Techniques for emotional self-regulation and controlled breathing.
MEDICAL (INVISIBLE) DISABILITIES	**EXAMPLES** - Diabetes - Epilepsy - Cardiovascular diseases - Medication dependence **CHALLENGES IN CRISIS SITUATIONS** - Lack of access to treatment - Rapid deterioration	**NEEDS** - medical continuity - access to medication - rapid identification of the condition

We do not treat the disability. We treat the person, in their real context.

3. THE IMPACT OF CRISES ON PEOPLE WITH DISABILITIES

- People with disabilities are among the most vulnerable groups during crises. They can be affected on multiple levels.
- By raising awareness of these challenges, authorities and communities can implement more effective strategies for protecting people with disabilities in crisis situations.
- **The impact of crises is not isolated, but often cumulative**. Emergencies overlap with already existing vulnerabilities – such as poverty, social isolation, limited access to services, or dependence on support – significantly amplifying risks and difficulties in coping.
- In the case of vulnerable people, **we are not talking about a single problem, but about a chain of factors that influence each other and exponentially increase the impact.** In reality, crises do not occur "one by one," but combine and reinforce each other, quickly turning a difficult situation into a critical one.

LIMITED ACCESS TO INFORMATION	– Most alert messages are not adapted for people with hearing or visual impairments.
	– Lack of information in accessible formats (Braille, audio, subtitles, sign language).
	– Difficulty understanding complex messages for people with cognitive disabilities.
LIMITED ACCESS TO RESOURCES AND INFRASTRUCTURE / EVACUATION AND REDUCED ACCESSIBILITY	– Buildings and evacuation infrastructure are not adapted for reduced mobility.
	– Barriers in emergency infrastructure - inaccessible shelters, lack of ramps
	– Difficulties in transporting assistive devices (wheelchairs, walking frames).
	– The need for constant help from others, which can be a challenge in panic situations.
LACK OF IMMEDIATE MEDICAL ASSISTANCE	– Reduced access to essential treatments during health crises.
	– Difficulties in obtaining regular medication.
	– Lack of medical staff trained to manage the specific needs of people with disabilities.
ISOLATION AND LACK OF COMMUNITY SUPPORT	– Persons with disabilities may remain isolated in the absence of support networks.
	– Difficulties in communicating with intervention teams.
	– Increased risk of abandonment or neglect.
	– Lack of policies and regulations on accessibility in crisis situations.
ECONOMIC AND SOCIAL PROBLEMS	– Loss of employment and sources of income.
	– Limited access to government or humanitarian aid.
	– Increased discrimination in the distribution of emergency resources.
PSYCHOLOGICAL AND EMOTIONAL IMPACT	– Increased anxiety and stress due to lack of control and inaccessible information.
	– Psychological trauma caused by chaotic evacuations, social isolation, and limited access to emotional support.
	– Depression and feelings of helplessness in the face of the crisis.
	– The need for specialized psychological counseling services.
	– The need to train rescue teams to assist persons with disabilities.

4. GENERAL STRATEGIES FOR SUPPORTING PERSONS WITH DISABILITIES IN CRISIS SITUATIONS

Supporting persons with disabilities requires an **integrated approach** that takes into account the diversity of disabilities, as well as the social and community context, and is flexible and inclusive, centered on human rights, respect for individual autonomy, and adapting the environment to the real needs of each person. In this way, we can promote the full participation of persons with disabilities in social life, including in crisis situations.

Effective support in crisis situations involves **respecting the autonomy of the person with disabilities** and involving them as an active participant in the intervention process.

Help must be offered in an adapted manner, starting from the person's real needs and not from assumptions or impulsive reactions. Uncoordinated interventions, excessive haste, or the tendency to overprotect can generate additional risks—from confusion and loss of orientation to compromised physical safety—and can diminish the person's ability to use their own coping resources.

Proper support means balance—enough help to ensure safety, but also enough space for the person to maintain control, dignity, and the ability to help themselves.

1	**Person-centered approach**	– Recognizing that each person with disabilities has different needs, abilities, and limitations. – Respecting autonomy and dignity; – Avoiding assumptions about needs or abilities; – Adapting interventions to the person's pace and level of understanding.
2	**Accessible and adapted communication**	– Use of simple, clear, and easy-to-understand language; – Providing information in alternative formats (audio, visual, written, symbols); – Ensuring sign language interpretation when necessary; – Checking that the message is understood.
3	**Creating an accessible and safe environment**	– Removing physical, sensory, and cognitive barriers in both public and private spaces – Adapting infrastructure – providing ramps, signage, and adequate lighting; – Organizing space for mobility and orientation; – Ensuring access to specific assistive equipment and technologies; – Integrating inclusion and accessibility principles into evacuation and emergency management plans;
4	**Support for autonomy and self-determination**	– Supporting the person's ability to act – Encouraging self-management where possible; – Providing support proportional to real needs; – Avoiding overprotection; – Developing independent living skills.
5	**Involving support networks and the community**	– Family, neighbors, friends, social services, and the community play an essential role in providing effective support. – Identifying trusted support persons; – Strengthening informal support networks; – Collaboration between institutions, NGOs, family doctors, and local authorities; – Promoting solidarity and community responsibility.
6	**Continuous preparation and training**	– Training on disability and inclusion; – Training on emergency and crisis situations; – Simulation exercises and practical scenarios; – Continuously updating information and procedures.
7	**Respecting rights and dignity**	– Non-discrimination and equal opportunities; – Equal access to services and information; – Protecting privacy and dignity; – Recognizing persons with disabilities as active actors, not just beneficiaries of aid.

5. DEVELOPING PERSONAL RESILIENCE

Personal resilience for a person with disabilities does not mean *"manage on your own"* nor abandoning the person in the face of difficulties. It represents the ability to use available resources – personal, social, and material – to cope with a crisis situation, through preparation, anticipation, and adaptation. **In the case of persons with disabilities, resilience is built through a balance between autonomy and adequate support, not through forced independence.**

An essential element in developing resilience is **active preparation,** not just theoretical information. Knowing what to do is not enough in crisis situations; what matters is the ability to apply that information under stress. Therefore, **repeated exercises, simulations, and practical training play a critical role.** They allow familiarization with possible situations, reduce uncertainty, and increase confidence in one's own reactions.

Through repetition, behaviors become more automatic, and reaction time decreases. For people with disabilities, this aspect is even more important, as information processing and adaptation to change may require more time. Practicing in advance turns an unfamiliar situation into a partially familiar one, reducing blockages and panic reactions.

Resilience is thus built on a direct link between:

- **Preparation** – anticipating situations and practicing reactions;
- **Autonomy** – the ability to make decisions and act within one's own limits;
- **Anxiety reduction** – by increasing predictability and the sense of control.

The higher the level of preparation, the greater the autonomy and the lower the anxiety in the face of the unknown. The person no longer reacts exclusively emotionally but acts based on already practiced reference points.

In this context, personal resilience becomes a process that develops over time, through practical education, experience, and adequate support. It does not require perfection or ideal reactions, but the ability to cope with the situation in a functional, safe, and reality-adapted manner.

5.1. YOU MUST STAY INFORMED

Take a monthly test – how would you get information if you lost power or signal. Practice your options and check if they work!

- During a crisis situation, it is important to know the ways you can stay informed.
- **Correct and fast information can make the difference for you,** a person with disabilities.
- Thus, access to information must be simple, safe, and adapted to your specific needs.

CHOOSE ACCESSIBLE INFORMATION CHANNELS

- Use official sources and make sure you have access to them in the format that suits you.
- Activate emergency notifications on your phone and learn to recognize them.
- **Mobile emergency apps**
    - Romania - DSU, RO-ALERT, InfoTrafic, MeteoAlarm.
    - Bulgaria - 112 Bulgaria – emergency communication and access to the 112 service
        - PSS – app for emergency situations and GPS location of the Mountain Rescue Service
        - BG-ALERT – national system for warning the population via mobile devices in case of emergency
    - Hungary - VÉSZ (Emergency Notification Service) – official mobile app for disaster management, providing location-based warnings and alerts about fires, accidents, extreme weather events, power outages, and other emergencies; users can select areas, routes, and alert levels.
        - ÉletMentő (Life Saver) – official medical emergency app of the Hungarian National Ambulance Service;
        - 112 SOS Hallássérülteknek (112 SOS for the hearing impaired) – mobile app for emergency situations, designed specifically for deaf or hearing-impaired people;
        - Szív City – community emergency app connected to the Hungarian National Ambulance Service; it alerts registered volunteers when someone nearby suffers a cardiac arrest, allowing CPR to be started before the ambulance arrives.
- **Battery/solar/crank radio /car radio** – important in the absence of power or signal.
- **TV or internet** – useful if you have electricity.
- **Local support groups** – on WhatsApp, Facebook, or through trusted neighbors.

ADAPT INFORMATION TO YOUR DISABILITY

- If you have **hearing impairments**, install apps with **real-time text** or **visual notifications** (Flash Alerts, reverse text-to-speech).
- If you have **visual impairments**, use apps with **voice reading**, radio, and clear sound alerts.
- If you have **mobility difficulties**, make sure you have your phone at hand and have set up a **voice assistant** (Siri, Google Assistant) for quick access to information.

PREPARE ALTERNATIVE MEANS OF INFORMATION

- Crises often come with power outages or loss of signal. Be prepared:
    - Have a **portable battery-powered or crank radio**.
    - Keep a charged **external battery (power bank)** for your phone.
    - **Write down on paper a few sources of information and useful contacts** – in case you lose access to your phone)

5.2. CREATE A TRUSTED COMMUNICATION NETWORK

- Ask at least one trusted person to call or text you in case of an alert.
- It is important not to be isolated in a crisis.
- Set up a small circle of people who can inform or help you.
    - Friends, neighbors, relatives – who know what needs you have.
    - Local support groups for people with disabilities.
    - Volunteers from the community or specialized organizations.

5.3. LEARN THE WARNING SIGNS AND SIGNALS

- Each alert has a different code or tone. It is important to recognize them.

ROMANIA

- **RO-ALERT** – official alert sent directly to your phone (loud sound + message).
- **Warning sirens** – signals for earthquakes, fires, other dangers.
- **Weather codes (yellow, orange, red)** – find out what they mean and how to react.

BULGARIA

- **BG-ALERT –** national public warning system that sends emergency alerts directly to compatible mobile phones using Cell Broadcast technology; no app installation is required.
- **Warning sirens –** national acoustic signals used to alert the public in case of disasters, emergencies, and other major threats.
- **Weather warning codes (yellow, orange, red)** – indicate increasingly higher levels of dangerous or extreme weather phenomena and the need for heightened preparedness.

HUNGARY

- **VÉSZ (Emergency Notification Service)** – official notification system/app for disaster management that provides location-based alerts and emergency information.
- **Warning sirens / MoLaRi system** – acoustic public warning systems used in emergency situations, including industrial or chemical hazards in designated areas.
- **Weather warning levels (yellow, orange, red)** – indicate increasing degrees of danger or severity of weather phenomena, signaling the need for heightened attention and protective measures.

5.4. KNOW YOUR NEIGHBORS

- Get involved in your community and get to know your neighbors before an emergency happens.
- In an emergency, you will be able to help each other while civil defense and emergency services are busy helping the people who need them most.

5.5. MAKE YOUR HOME SAFER

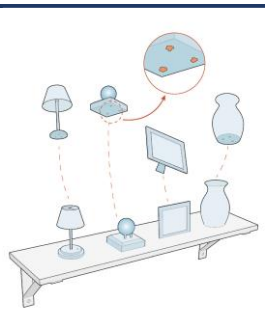
- We cannot predict disasters, but we can prepare for them.
- One of the best places to start is with your home.
- For people with disabilities, accident prevention is essential, especially in emergency situations.
- Take a tour of your home – see what would hinder you in a crisis and what needs to be moved, secured, or removed.
- Identify hazards and secure moving objects - an earthquake can move almost any object, even large or heavy ones.
- Remember the safe spots -
- When you enter a room, look for safe spots to protect yourself and identify emergency exits.
  - Choose places where heavy objects, falling items, or broken glass cannot hurt you - under tables, under desks, along interior walls.
  - Secure essential equipment, such as oxygen tanks or other life-support devices.
  - Fasten furniture and electronics to the wall
  - Move heavy objects to lower shelves
  - Hang mirrors and pictures with closed hooks
  - Keep escape routes clear

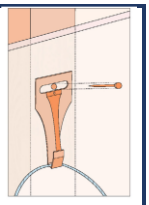
When your home is ready, you are safer and more confident!

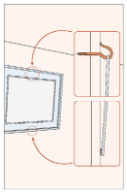
1. SECURE TALL FURNITURE WELL – ✓ Tall furniture (wardrobes, bookshelves, display cabinets) can be dangerous during an earthquake or if someone near them loses their balance. – Attach furniture to the wall with metal brackets or special anti-tip straps. – Avoid placing heavy objects on top of cabinets.	
2. Secure the TV and electronics ✓ Large TVs can easily fall if they are knocked or if the stand is not stable. – Mount the TV to the wall with a sturdy bracket. – If it sits on a dresser, use safety straps or non-slip tape under the TV's feet.	 

3. Secure small furniture and unstable objects

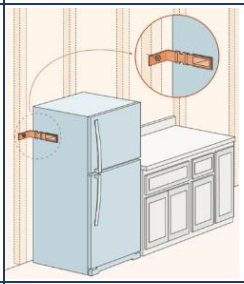
✓ Light chairs, folding tables, or decorative items can become obstacles.
- Fasten or anchor unstable objects that could tip over.
- Do not leave cables or small objects in walkways – they can cause accidents
- Move heavy and fragile objects to lower shelves or cabinets.
- Hang pictures and mirrors on appropriate hooks (without nails).







4. Secure the refrigerator, water supply, and stove



4. Adapt the space to your needs

✓ You need to be able to move quickly and easily, especially in an emergency.
- Widen the hallways and remove unnecessary furniture.
- Place essential items (phone, flashlight, medications) in an easily accessible spot at hand level.



5. Use non-slip strips and protectors

✓ Slippery floors or sharp corners are dangerous.
- Put non-slip strips on stairs, in the bathroom, and in the kitchen.
- Use rubber protectors for sharp corners on tables or furniture.



6. Good and accessible lighting

✓ A properly lit space reduces the risk of accidents.
- Install night lights in walkway areas (hallway, bathroom).
- Use large, easy-to-press switches or motion sensors.
- Make sure you know the location of emergency switches and shut-off valves for gas and water pipes.



CHECKLIST – HOME SAFETY FOR PEOPLE WITH DISABILITIES

Small changes can prevent big accidents!
Print this list and check off the items every 2-3 months!

SECURING FURNITURE

- ☐ Tall cabinets are attached to the wall (with brackets or straps).
- ☐ The TV is fixed to the wall or well anchored on its stand.
- ☐ Heavy objects are NOT stored on top of cabinets.
- ☐ Unstable tables and chairs are secured or placed in protected corners.

CLEAR AND WIDE ACCESS PATHS

- ☐ There are no obstacles (furniture, boxes, cables) in walkways.
- ☐ Hallways are wide enough for mobility devices (wheelchair, walker).
- ☐ Doors open easily and fully (not blocked by furniture or other objects).

LIGHTING

- ☐ Hallways and rooms have night lights or motion sensors.
- ☐ Switches are within reach and easy to use.
- ☐ You have a working flashlight in an accessible place.

FALL PREVENTION

- ☐ Floors are not slippery (use non-slip mats in the bathroom, kitchen).
- ☐ Doorways between rooms have no high thresholds or obstacles.
- ☐ You have non-slip strips on stairs (if you have stairs in your home).
- ☐ Rugs are secured (they don't slide underfoot).

ESSENTIAL AND EMERGENCY ITEMS

- ☐ The phone is always within reach (or a panic button, if you have one).
- ☐ You have a first aid kit that is easily accessible.
- ☐ You have a list of emergency contacts nearby (written or saved in your phone).
- ☐ Emergency medication is within reach, not in hard-to-access cabinets.

FIRE AND ACCIDENT PREVENTION

- ☐ You have a small fire extinguisher (and know how to use it).
- ☐ You have working smoke detectors (checked monthly).
- ☐ Outlets are not overloaded; cables are not worn.

5.6. BE PREPARED IF YOU NEED TO EVACUATE

You can't control crises, but you can control how you meet them.
If you are prepared, you are already one step ahead of danger!



- ✓ Evacuation may become necessary in situations of fires, earthquakes, floods, explosions, war, or other dangers. For people with disabilities, advance preparation is essential to act quickly, safely, and with as little stress as possible.
- ✓ Keep in mind that you may have to depend on others if you need to evacuate or go to an unfamiliar civil protection shelter.
- ✓ If you have a guide dog or pets, you must make sure you have the necessary food for them, medications, vaccination records, identity documents, and harnesses needed to move safely. **WARNING! - Animals can become confused or disoriented in a crisis/emergency situation.** Make sure your animal knows the people in your support network. This will make it easier for them to accept care from someone other than you.
- ✓ Inform the authorities or the building manager in advance about your special needs (for emergency plans).

5.7. PREPARE AN EVACUATION BACKPACK IN ADVANCE



✓ Keep a backpack within reach (easy to carry or attach to a mobility scooter) with essential items for 48–72 hours.

WHAT IT SHOULD CONTAIN:

- Copies of documents (ID, health card, disability certificate);
- Basic medications + prescriptions;
- Phone + external battery (charged);
- Small flashlight + batteries;
- Water (at least 1 liter) + easy-to-carry snacks;
- First aid kit;
- Waterproof jacket, light blanket;
- Masks, wet wipes, disinfectant;
- Spare keys (house, elevator, cabinets).

FOR MOBILITY DEVICES: - Include spare parts (batteries, spare tires, small tools).

Put a visible label on the backpack with your name, blood type, and the contact of a close person.

5.8. ESTABLISH AN EVACUATION ROUTE

✓ Determine in advance **the safest, fastest, and most accessible exit route** from your home;
✓ Avoid narrow routes or those blocked by furniture;.
✓ Learn how to open emergency doors and windows;
✓ If you live on an upper floor, find out if there is an evacuation plan for people with disabilities in the building (emergency elevator, organized support/help).

TEST AND PRACTICE THE EVACUATION ROUTE MONTHLY – IDEALLY WITH SOMEONE YOU TRUST!

5.9. MAKE A 3-STEP EVACUATION PLAN

✓ Save these steps on your phone or on a laminated paper and keep it in your evacuation backpack.
✓ If you have a guide dog or pets, the plan must also include their needs.

1. **DECIDE WHO HELPS YOU** – Choose one or two trusted people who know how to help you quickly (neighbors, family, friends).
2. **DECIDE WHERE YOU GO** – Choose a safe meeting place (nearby park, city hall, evacuation center).
3. **DECIDE HOW YOU COMMUNICATE** – If you have time, send a short message like

"EVACUATING NOW, I'm OK – see you at _____(established location)".

5.10. DO PRACTICAL DRILLS FOR TRAINING AND BUILDING HABITS

✓ You need to realize that in a real situation, stress can confuse even simple steps. **Practice a short evacuation drill monthly, alone or with help**
✓ **Repetition means confidence**. The more you practice, the calmer you will react in a real situation.
  - Simulate a power outage and see if you can reach the door using a flashlight?
  - Try to grab and move with your prepared backpack.
  - Communicate the plan with your family or neighbors.

CHECKLIST
EVACUATION PREPARATION – PEOPLE WITH DISABILITIES

EVACUATION BACKPACK (READY TO GRAB)

- ☐ Copies of personal documents + disability certificate.
- ☐ Medications + prescriptions + list of treatments.
- ☐ Charged phone + power bank.
- ☐ Flashlight + batteries.
- ☐ Water (at least 1 liter) + snacks (bars, biscuits, canned food).
- ☐ First aid kit.
- ☐ Change of clothes + rain poncho.
- ☐ Masks + wipes + disinfectant.
- ☐ Spare keys.
- ☐ Label with - name, blood type, emergency contact.
- ☐ Items needed for mobility device (batteries, repair kit).
- ☐ Hygiene items (toothpaste, toothbrush, small towel).

EVACUATION – ESSENTIAL PREPARATIONS

- ☐ Have you tested the evacuation route (on foot, with mobility device)?
- ☐ Have you informed a trusted person about your plan?
- ☐ Have you established a meeting point outside the building?
- ☐ Have you done an evacuation drill in the last 2 months?

- ☐ Do you have a way to communicate if you run out of phone (a written note)?
- ☐ Do you have a simple map of the area, in case GPS or internet doesn't work?

PERSONAL EVACUATION PLAN TEMPLATE – PEOPLE WITH DISABILITIES

MY NAME: _____

Type of disability: _____
Device(s) used: _____

IMPORTANT CONTACTS:

Support person #1:
Nume: _____
Telefon: _____

Support person #2:
Nume: _____
Telefon: _____

EVACUATION BACKPACK LOCATION:

Where it is stored: _____
Alte obiecte esențiale de luat: _____

EVACUATION ROUTE FROM HOME:

Main exit: _____
Backup exit: _____
Obstacles to avoid: _____

MEETING POINT AFTER EVACUATION:

Location: _____
Address: _____
Special instructions: _____

SHORT EMERGENCY CODE (FOR PHONE/SMS):

Prepared text:
"I am safe, I have evacuated. I am at _____[location]. I need _____ [assistance/medication etc.]."

5.11. CHOOSING A SUPPORT PERSON

– Choosing a support person for someone with a disability is one of the most important decisions.
– It is good to have **two support persons**, in case one of them cannot be contacted.

HOW TO CHOOSE A SUPPORT PERSON THAT IS RIGHT FOR YOU AND YOUR NEEDS

CHOOSE SOMEONE YOU TRUST	– This is a person who **respects you and listens to you**. – You can count on them to **act calmly** and **not abandon you** in difficult situations. – Consider the history of your relationship – **were they there when you needed them?** – *They do not have to be a close relative - a trusted friend or neighbor can be a better choice than a distant family member.*
THE PERSON MUST BE PHYSICALLY AVAILABLE	– Ideally, **they live close to you** or can arrive quickly in an emergency. – **They do not have too busy a schedule** or one that is impossible to change/adjust. – They are willing to take on a minimum of responsibility (check that you are okay, come to help you when needed).
THEY HAVE THE PHYSICAL AND/OR EMOTIONAL CAPACITY TO HELP YOU	– In case of evacuation or crisis, they can help you move, carry a bag, or maneuver your wheelchair. – They can communicate clearly with emergency services or authorities on your behalf. – They can remain calm and do not easily panic.
THEY ARE INFORMED ABOUT YOUR NEEDS	– They know your issues, especially your disability, and know what to do in special situations (medication, devices, behaviors). – They know where you keep your essential items (evacuation backpack, medications, documents). – They can follow clear instructions – and they follow them. – It is important that you talk openly with them about what you need and expect. Do not leave anything unclear.
THEY AGREE TO BE YOUR SUPPORT PERSON	– Do not assume they want to or can – ask them directly and clearly. – Give them a simple guide (evacuation plan, emergency contacts, your daily routine). – Together, establish what they can and cannot do (not everyone can do everything – and that is OK).

GENERAL ACTIVITIES THAT A SUPPORT PERSON DOES

- ✓ They regularly check that you are okay (by phone or short visits).
- ✓ It is available to notify you in case of crisis/emergency (earthquake, fire, etc.).
- ✓ It can help you evacuate or accompany you to a temporary shelter.
- ✓ It knows the signs that you need medical or emotional help.
- ✓ It can transmit information about you to the authorities if you cannot communicate.

FORM – EMERGENCY SUPPORT PERSON

My name: _____
Type of disability (optional): _____
Devices used (if applicable): _____
My home is at (address): _____

1. SUPPORT PERSON'S DETAILS

Full name: _____
Primary phone: _____
Backup phone / WhatsApp: _____
Address (if different): _____
Relationship to me: □ family □ friend □ neighbor □ other: _____

2. ACCEPTED ROLES (check what you are willing to do)

☐ To check if you are okay (by phone or in person) in case of crisis
☐ To come to you for basic help (evacuation, gathering belongings)
☐ To call an ambulance or authorities if needed
☐ To accompany you to a safe place (meeting point/shelter)
☐ To communicate on your behalf (if you cannot)
☐ Other: _____

3. ESSENTIAL INFORMATION FOR THE SUPPORT PERSON

- **Location of the evacuation backpack** _____
- **Important medications / allergies** _____
- **Urgent contact in case I do not respond**
  Nume: _____ / Tel: _____

4. ESTABLISHED MEETING POINT

- **If we evacuate separately, we meet at:**
  - Location: _____
  - Estimated time: _____

DECLARATION OF CONSENT

I, the undersigned _____, confirm that I have read this plan, have discussed it with the person concerned, and **agree to be the support person** within the limits marked above.

Date: _____
Semnătură: _____

6. RIGHTS OF PERSONS WITH DISABILITIES IN CRISIS SITUATIONS

In crisis situations, the rights of persons with disabilities are not optional and cannot be postponed. They must be actively integrated into all stages of the intervention – from communication and evacuation to the provision of support. An effective intervention is an inclusive one that recognizes differences and responds adaptively, ensuring not only survival but also respect for human dignity.

- **The rights of persons with disabilities are not suspended in crisis situations.** On the contrary, in such contexts, **they become even more relevant,** because the risks of exclusion, neglect, or unequal treatment increase significantly.
- Respecting these rights is not only a **legal obligation, but also an ethical one,** which reflects the level of responsibility of the authorities and the community.
- In emergency situations, persons with disabilities must benefit from **real, not merely formal, access** to protection, information, and support. The lack of adaptation of general measures can lead to indirect exclusion, even when interventions are well-intentioned.
- During crises, **persons with disabilities have specific rights** protected by national laws and international conventions.
- These are not *"favors,"* but **equal and essential rights for survival and dignity**.
- Inform yourself about your rights (you can ask for help from DGASPC, the town hall, or specialized NGOs).
- Keep documents certifying the disability at hand (copies in the emergency backpack).
- Do not hesitate to ask for what you are entitled to – **it is not charity, it is a right.**

ACCESS TO INTERNATIONAL AND LOCAL AID.

- **UN Convention on the Rights of Persons with Disabilities (CRPD) – Art. 11 –**
  - States are obliged to take **all necessary measures to protect persons with disabilities** in situations of risk (disasters, conflicts, humanitarian crises).

LEGISLATION IN ROMANIA

- Law no. 448/2006 on the protection and promotion of the rights of persons with disabilities – the main national legislative framework that protects the rights of persons with disabilities, including equal opportunities, accessibility, social inclusion, independent living, access to information and communication, education, employment, and social protection.
- Law no. 221/2010 on the ratification of the UN Convention on the Rights of Persons with Disabilities (CRPD) – integrates Romania's obligations arising from the CRPD into the national legislative framework, addressing aspects such as accessibility, non-discrimination, independent living, and protection in situations of risk and humanitarian emergencies.
- Law no. 27/2020 on the Romanian Sign Language – recognizes the Romanian Sign Language (RSL) and strengthens the right of deaf persons and those with deafblindness to accessible communication and information, including in interaction with public authorities and public services.

LEGISLATION IN BULGARIA

- Disability Persons Act (2018) – the main national legal act protecting the rights of persons with disabilities, ensuring equal treatment, social inclusion, accessibility, independent living and participation in society.
- Personal Assistance Act – establishes the right to personal assistance and support for persons with disabilities in carrying out daily activities and in participating independently in society.
- Bulgarian Sign Language Act – recognizes the Bulgarian sign language and supports the right of deaf and hard of hearing persons to accessible communication and information.

LEGISLATION IN HUNGARY

- Act No. XXVI of 1998 on the Rights and Equal Opportunities of Persons with Disabilities – the main Hungarian legal act in the field of the rights of persons with disabilities, establishing rights related to equal opportunities, accessibility, independent living and active participation in society.
- Act No. CXXV of 2003 on Equal Treatment and the Promotion of Equal Opportunities – provides the legislative framework for combating discrimination, including discrimination on the grounds of disability.
- Act No. XCII of 2007 on the Promulgation of the UN Convention on the Rights of Persons with Disabilities and its Optional Protocol – incorporates the CRPD into Hungarian legislation, including obligations regarding accessibility, access to information and protection in situations of risk and emergencies.

RIGHTS IN CRISIS SITUATIONS	
BASIC PRINCIPLES – Equal opportunities in access to protection. – Adapting interventions to real needs. – Respect for dignity and autonomy. – Inclusion, not uniform treatment.	
EQUAL ACCESS TO INFORMATION – Official information (alert, evacuation, safety rules): – Clear and accessible (plain text, symbols, sign language interpretation) – Delivered through various channels (TV, SMS, apps, sound + image)	
PRIORITY FOR HUMANITARIAN AID	**YOU HAVE THE RIGHT TO:** – **Accessible shelter** (without physical barriers) – **Fair** distribution of food, water, medicine – **Personalized support** if you need an attendant, mobility device, special treatment
ACCESS TO SAFE EVACUATION TRANSPORT	**AUTHORITIES MUST ENSURE YOUR EVACUATION WITH:** – **Adapted vehicles** or – **Assistance to board and transport your equipment**
PROTECTION AGAINST DISCRIMINATION	– You cannot be left behind, ignored or refused shelter just because you have a disability. – **Any refusal of assistance based on disability is illegal.**
YOU HAVE THE RIGHT TO BE CONSULTED	– You can ask to be included in your community's emergency plans. – You can ask for help tailored to your needs.

Respecting rights does not slow down the intervention. It makes it fair, safe, and effective for everyone.

7. SPECIFIC CONSIDERATIONS FOR PEOPLE WITH DISABILITIES FOR SURVIVAL IN SPECIFIC CRISIS SITUATIONS

The trainer conveys much of the general information on survival in crisis situations presented in Module 1, adapting it to the specific needs of people with disabilities.

In this subsection, the focus is on highlighting the essential changes, adjustments, and particularities that differentiate the intervention and appropriate behavior for people with disabilities, in accordance with the principles of inclusion, accessibility, and equal opportunities in each type of crisis analyzed.

✓ **WE MUST NOT FORGET!** – People with disabilities need measures adapted to **the real needs and conditions of each individual and real support**, not standard solutions.

✓ People with disabilities are not less capable of surviving in specific crisis situations. Crisis is not only a matter of resources, but also a matter of **visibility and inclusion**.

The differences in the actions of people with disabilities should not be presented as limitations, but as necessary adaptations for survival. The trainer's role is to highlight these adjustments, explain why they are necessary, and support the development of realistic, personalized intervention plans, differentiated according to the urban or rural environment, type of housing (independent or institutionalized), existing infrastructure, and safe for people with disabilities.

Effective crisis management does not begin when the event occurs, but long before. Authorities and communities must act **preventively, not just reactively**, through planning, preparation, and anticipating the real needs of the population, including people with disabilities.

An intervention built exclusively on reaction is, most of the time, incomplete and ineffective. Instead, prior planning allows for identifying risks, allocating resources, and establishing clear procedures adapted to different categories of people. In the case of persons with disabilities, this stage is essential, because reaction time is often longer, and response options are limited by existing barriers.

A prepared community is one that anticipates, plans, and includes. **Integrating persons with disabilities into the planning process** is not an optional element, but an essential condition for the adopted measures to be relevant, applicable, and effective in reality.

NATURAL DISASTERS (EARTHQUAKES, FLOODS, FIRES, LANDSLIDES, EXTREME TEMPERATURES)

In crisis situations caused by natural disasters, persons with disabilities often carry out different or additional actions compared to persons without disabilities.

These differences are not due to a lack of reaction capacity, but to the need to adapt behavior to one's own functional needs, the surrounding environment, and available resources.

GENERAL challenges for persons with disabilities - common elements for all types of disasters

- Longer reaction time due to difficulties in mobility, orientation, or communication.
- Difficult access to safe spaces or urgent information.
- High risk that persons with disabilities are ignored in rescue operations.
- Actions rely more on prior planning.
- Requires accessible and repeated communication.
- Acts more safely in the presence of a support person.
- Reduce improvisation and increase predictability.

SPECIFICS FOR EARTHQUAKES - ADAPTED ACTIONS

✓ **Focus on static safety and prior planning, not on rapid evacuation.**

- **Personalized evacuation plan** - with obstacle-free routes, designated assistant
- **Securing the home** - stable furniture, survival backpack, ready to leave
- **Choosing safe, accessible places in advance -** near interior walls, stable furniture
- **Installing visual and/or auditory alarms** adapted to the type of disability - vibrations, visual alerts
- **Establishing a stock of water, medications, flashlights, batteries, fan/air conditioning or heat sources** - depending on extreme temperatures - **easily accessible**
- **They may stay in place if rapid movement is not possible.**



If you have mobility impairments or use a cane

- Bend down as low as possible or sit on a chair, bed, etc.
- Cover your head and neck with both hands.
- Keep the cane next to you so you can use it when the earthquake stops.
- Stay in this position until the earthquake stops.



If you use a walker or a wheelchair

- Lock the wheels.
- Bend down and cover your head and neck as best you can.
- Stay in this position until the earthquake stops

FLOOD-SPECIFIC CONSIDERATIONS - ADAPTED ACTIONS

✓ **Focus on early and assisted evacuation.**

- **Move early**, upon early warning;
- Completely avoid areas with moving water;
- Have **accessible evacuation routes** prepared – according to the personalized evacuation plan;
- **Prioritize personal safety** over belongings;
- **Seek organized support**, not improvised help.

FIRE-SPECIFIC CONSIDERATIONS - ADAPTED ACTIONS

✓ **Focus on communication and controlled safety, not speed.**

- Use **visual or tactile alarms**;
- Move along **accessible routes or stay in safe areas** until help arrives;
- **Clearly signal your presence** - windows, phones;
- **Protect your airways** if evacuation is delayed;
- **Follow pre-established procedures**, according to the personalized plan, not improvised actions.

LANDSLIDE-SPECIFIC CONSIDERATIONS - ADAPTED ACTIONS -

✓ **Focus on maximum prevention and complete avoidance of unstable areas.**

- **Evacuate preventively**, at the first signs of risk;
- **Avoid moving on unstable ground**;
- Use **assisted transport**;
- **Strictly follow authorities' instructions**;
- Rely on previously known safe routes, according to the personalized evacuation plan.

EXTREME TEMPERATURE-SPECIFIC CONSIDERATIONS (HEAT WAVE / FREEZING) - ADAPTED ACTIONS -

✓ **Focus on medical management and continuous prevention, not spontaneous adaptation.**

- Constantly monitor **health status;**
- **Depend on medication and equipment** sensitive to temperature;
- **Limit travel;**
- Seek **community support;**
- Use **climate-adapted spaces.**

WAR OR ARMED CONFLICT SITUATIONS

Situations of armed conflict represent some of the most complex and dangerous types of crisis, having a disproportionate impact on persons with disabilities. Thus, existing risks are amplified by insecurity, limited mobility, reduced access to essential services, and prolonged exposure to extreme stress.

In situations of war or armed conflict, persons with disabilities are not just "more vulnerable," but **more dependent on systems that, in such situations, are deeply affected**.

The role of the trainer is to explain these particularities, to promote realistic preparation, and to emphasize **the importance of including persons with disabilities in civil protection and humanitarian plans.**

GENERAL challenges specific to persons with disabilities - that can affect their safety, health, and survival capacity

- **Very difficult or impossible evacuation** due to reduced mobility, lack of adapted means of transport, or destroyed infrastructure.
- **Limited access to critical information**, due to communication outages or lack of accessible formats.
- **Dependence on equipment, medication, and personal assistance**, which may become unavailable during conflict.
- **Social isolation** - risk of separation from family and separation from support persons/personal assistants.
- **Increased risk of abandonment or exclusion** in evacuation and protection processes.
- **Exposure to violence, exploitation, or abuse**, especially for persons with intellectual or psychosocial disabilities.
- **Severe psychological impact**, including anxiety, trauma, and worsening of existing conditions.
- **Problems understanding instructions** - for those with cognitive impairments

PARTICULARITIES FOR PERSONS WITH DISABILITIES

- ✓ **Plan for shelter established in advance** - with support persons + safe location
- ✓ **Complete medical kit** + prescriptions + written information about treatment
- ✓ **Rapid identification card** - name, special needs, emergency contact - saved on phone/cloud
- ✓ **Offline applications with maps and voice guides** for orientation and navigation

Evacuation and movement - increased dependence on **humanitarian corridors and institutional support**.

- Evacuation is **slower and more dangerous**.
- It requires **organized assistance and** not improvised.
- Persons may be forced to temporarily remain in shelters not adapted to their needs.
- Crossing borders involves additional barriers - documents, checks, transport.

Access to information and communication - the need for **adapted and repeated communication**.

- Alarms and military announcements may be inaccessible.
- The language used is often technical, fast, and stressful.
- Persons with disabilities may have difficulty assessing the level of danger.

Access to medical and social services - major risk of **rapid deterioration of health**.

- Interruption of treatments.
- Lack of medical devices and spare parts for their maintenance.
- Overburdening of health systems.

Personal safety and protection - the need for **additional protection and monitoring measures**

- Persons with disabilities may have difficulty recognizing dangerous situations.
- Increased risk of neglect or exploitation.
- Difficulties in accessing protection mechanisms.

CHALLENGES BY TYPE OF DISABILITY

- **Motor disabilities -** slow evacuation, inability to access shelters.
- **Sensory disabilities -** lack of accessible alerts, difficult orientation.
- **Intellectual disabilities -** difficulties in understanding the situation and instructions.
- **Psychosocial disabilities -** worsening of symptoms due to extreme stress.
- **Multiple disabilities -** accumulation of all risks.

SPECIFIC NEEDS

- Flexible evacuation plans;
- Clearly designated support persons;
- Adapted survival kits;
- Access to accessible and up-to-date information;
- Cooperation with humanitarian organizations.

DEEP ECONOMIC CRISIS

Deep economic crises affect the entire population, but the impact on persons with disabilities is **disproportionate and lasting**. In situations of deep economic crisis, persons with disabilities are not only temporarily affected, but face **structural risks**.

Reduced financial resources, job instability, diminished public services, and increased cost of living exacerbate existing vulnerabilities and can lead to severe social exclusion of persons with disabilities.

The trainer's role is to highlight these particularities, promote sustainable adaptation strategies, and emphasize the importance of inclusive public policies.

General challenges for persons with disabilities in the context of economic crisis

Persons with disabilities face specific challenges that affect their autonomy, health, and participation in social life. Among the most important are:

- **Reduced income**, possible job loss, and reduced social benefits.
- **Increased disability-related costs** for treatments, medications, equipment, care, and assistance.
- **Limited access to social and medical services**, due to underfunding of medical services.
- **Increased risk of poverty and social exclusion**.
- **Heightened dependence on informal support** - family, community.
- **Risk of isolation and lack of support services** - closure of NGOs, budget cuts
- **Financial stress and significant psychological impact**.
- Decline in living standards - inability to afford food, utilities, or transportation.

PARTICULARITIES FOR PERSONS WITH DISABILITIES
Managing financial resources - **strict financial management**, with minimal flexibility margin.
– **Ensuring a minimalist crisis budget** – **Prioritizing essential expenses -** medication, care – Reducing non-essential expenses, access to social vouchers, giving up some uncovered services or equipment. – **Identifying support sources** - NGOs, churches, volunteer networks, charitable organizations, **family doctors** – **Timely access to aid** - allowances, pensions, special funds
Access to services and support – accessing social systems
– Reduction of specialized services leads to improvised adaptations. – Dependence on family or community increases. – Access to information about rights and benefits becomes critical.
Social and professional participation - **adaptation** by reducing participation
– The risk of job loss increases. – Access to training and retraining programs decreases. – Social isolation intensifies.
Physical and mental health - continuous psychosocial impact, not episodic.
– Economic stress worsens existing conditions. – Treatments or therapies may be interrupted. – The risk of depression and anxiety increases.
CHALLENGES BY TYPE OF DISABILITY
– **Motor disabilities -** increased costs for mobility and care. – **Sensory disabilities -** limited access to assistive technologies. – **Intellectual disabilities -** difficulties in managing resources and accessing benefits. – **Psychosocial disabilities -** increased vulnerability to stress and isolation. – **Multiple disabilities -** the accumulation of all negative effects.

SPECIFIC NEEDS
– Ongoing information about available rights and benefits; – Adapted financial planning; – Diversifying sources of support; – Strengthening community networks; – Maintaining access to essential services.

POLITICAL OR SOCIAL CRISIS - *(violent protests, institutional collapse, legislative deadlocks)*

Political and social crises, manifested through violent protests, institutional collapse, or prolonged legislative deadlocks, affect the normal functioning of society and can generate insecurity, lack of predictability, and disruption of public services.

For persons with disabilities, these situations create additional risks and can quickly lead to heightened vulnerability.

In situations of political or social crisis, persons with disabilities are affected not only by **physical insecurity**, but also by **legal and social instability**.

The trainer's role is to highlight these particularities, support the development of self-protection capacity, and promote the inclusion of persons with disabilities in protection and decision-making processes.

GENERAL challenges for persons with disabilities in the context of a political or social crisis

- Institutional dysfunctions - Limited or interrupted access to essential public services - social, medical, educational.
- Malfunctioning of assistance services - public services, social centers, and protection
- Insecurity - lack of trust and safety in institutions
- Increased risk of discrimination, abuse, or neglect and legislative uncertainty, affecting rights, benefits, and support services.
- Restricted mobility due to protests, barricades, or street violence.
- Increased exposure to violence or abuse, especially in crowded public spaces.
- Difficulties accessing clear and credible information amid misinformation.
- Increased stigmatization and social tensions.
- Major psychological impact generated by insecurity and lack of control.

PARTICULARITIES FOR PERSONS WITH DISABILITIES

- ✓ **A good relationship with informal support networks** - support groups, neighbors, NGOs, family doctors.
- ✓ **Documents prepared and saved in the cloud / copies -** in case of loss or service disruption.
- ✓ **Participation in civic groups to defend and protect your rights,** including online.

Mobility and personal safety - focus on **risk avoidance**, not active participation.

- Persons with disabilities must avoid traveling to protest areas.
- They require alternative routes and support during travel.
- They may be accidentally exposed to violence or forceful interventions.

Access to information and orientation - increased need for **verified, clear, and accessible information**

- Official information may be contradictory or delayed.
- Persons with disabilities may have difficulty assessing the credibility of sources.
- Accessible formats are frequently missing.

Access to services and rights - increased role of **self-advocacy**

- Legislative bottlenecks may delay payments, benefits, and services.
- Administrative procedures become cumbersome or non-functional.
- Persons with disabilities are forced to actively defend their rights.

Civic and social participation - **reduced or indirect participation**, through safe channels.

- Participation in protests is risky or inaccessible.
- Expressing opinions may be limited.
- The feeling of marginalization increases.

CHALLENGES BY TYPE OF DISABILITY

- **Motor disabilities -** major difficulties moving in crowded spaces.
- **Sensory disabilities -** inability to perceive danger signals.
- **Intellectual disabilities -** difficulties understanding the political context.
- **Psychosocial disabilities -** worsening of stress and anxiety.
- **Multiple disabilities -** increased risk of isolation and exclusion.

SPECIFIC NEEDS

- Information from safe and accessible sources;
- Personal safety plans;
- Maintaining contact with support networks;
- Knowledge of rights and protection mechanisms;
- Collaboration with civil society organizations.

PANDEMICS / EPIDEMICS

Epidemics and pandemics are major health crises characterized by rapid spread, social restrictions, and increased pressure on health systems.

Although they affect the entire population, **the impact on persons with disabilities is more severe and more complex**, due to dependence on support services, increased medical risks, and access barriers.

In epidemic or pandemic situations, persons with disabilities are affected not only by the medical risk, but also by **the disruption of support systems**.

The trainer's role is to highlight these particularities, promote adapted strategies, and emphasize the importance of inclusion in public health policies.

GENERAL challenges for people with disabilities in an epidemic/pandemic context

- Severe isolation - mobility difficulties + social distancing
- Lack of access to chronic treatments, limited access to therapies and communication
- Interruption of rehabilitation or personal assistance services
- Exclusion from intervention plans (e.g., triage in hospitals)

PARTICULARITIES FOR PEOPLE WITH DISABILITIES

- ✓ **Limited access to routine medical services**, therapies, and rehabilitation.
- ✓ **Interruption or reduction of support services** - personal assistants, home care.
- ✓ **Increased risk of severe illness**, for certain types of disabilities or associated conditions.
- ✓ **Difficulties in complying with protection measures** - distancing, wearing a mask.
- ✓ **Discrimination or unfavorable prioritization** in medical services
- ✓ **Heightened social isolation**, with a major impact on mental health.
- ✓ **Difficult access to accessible and clear health information** and medical services.
- ✓ **The need for a functional, safe self-isolation plan -** with medical and food supplies for at least 2 weeks
- ✓ **Ensuring a trusted assistant or volunteer** for deliveries and communication
- ✓ **Access to telemedicine and remote therapy services**,
- ✓ **Ensuring online accessibility** - for communication, education, psychological support

Health protection and prevention - assisted and continuous prevention

- People with disabilities must comply with protection measures adapted to their abilities.
- They may need support for hygiene and prevention.
- Health status monitoring is more frequent.

Access to medical and social services - adaptation of services, not normal continuity.

- Essential services are prioritized.
- Telemedicine is used when accessible.
- Treatments and therapies may be adapted or postponed.

Communication and information - increased need for accessible and constant communication.

- Health information must be cognitively and sensorially adapted.
- Misinformation can affect decisions.
- Messages must be repeated and clarified.

Isolation and psychosocial impact - disproportionate psychosocial impact

- Limiting social contacts has severe effects.
- The risk of anxiety, depression, and functional regression increases.
- Psychological support becomes essential.

CHALLENGES BY TYPE OF DISABILITY

- **Motor disabilities -** increased dependence on assistants.
- **Sensory disabilities -** difficulties in communicating with medical staff.
- **Intellectual disabilities -** difficulties in understanding health regulations.
- **Psychosocial disabilities -** worsening of symptoms.
- **Multiple disabilities -** increased risk of isolation and neglect.

SPECIFIC NEEDS

- Personal health protection plans;
- Access to clear and accessible information;
- Continuity of essential services;
- Functional support networks;
- Collaboration between medical, social, and community services.

8. POSSIBLE PRACTICAL SOLUTIONS AND RECOMMENDATIONS FOR AUTHORITIES AND COMMUNITIES

✓ Development of the database for persons with disabilities in the city of Râșnov		
✓ Establishing intervention / support staff for persons with disabilities		
✓ Development and testing for application of personalized evacuation protocols for persons with disabilities.	– Number of persons with disabilities in Râșnov	
	– Number of persons with disabilities in Brașov	
✓ Implementation of measures to make emergency shelters accessible.	– Number of emergency shelters in Râșnov	
	– Number of emergency shelters in Brașov	
✓ Training of intervention staff to manage the special needs of persons with disabilities.		
✓ Partnerships between government, family doctors, NGOs, and communities to provide support to persons with disabilities during crises.		
✓ Development of mobile applications for alert and communication	– Development of applications with sound notifications, vibrations, or text messages to help persons with sensory impairments.	
✓ Procurement and distribution of smart devices	– Danger sensors, integrated GPS for persons with reduced mobility, voice assistance technologies for the blind.	

9. CASE STUDIES AND REAL EXAMPLES

PERSON WITH SEVERE CHRONIC DISEASE (INSULIN-DEPENDENT DIABETES)	✓ An adult with insulin-dependent diabetes is in an area affected by a major power outage following a severe storm. Access to electricity is interrupted for 48 hours, and the cold chain for storing insulin is compromised.	**TASKS:** – Identify the immediate health risks; – What elements should have been planned before the crisis; – The role of the family, community, and authorities.
	CHALLENGES IN EMERGENCY SITUATIONS – Interruption of treatment can be life-threatening. – Lack of electricity or access to medication is a major risk.	**POSSIBLE PRACTICAL SOLUTIONS** – A few days' supply of medication. – A clearly written emergency medical plan. – Timely notification of the authorities.
PERSON WITH COMMUNICATION DISABILITY (APHASIA)	✓ An adult with aphasia, who understands messages but cannot express themselves clearly verbally, is in a temporary shelter after being evacuated due to a fire. Staff cannot identify their medical needs.	**TASKS:** – What communication barriers arise; – What alternative tools can be used; – How the person's isolation can be prevented.
	CHALLENGES IN EMERGENCY SITUATIONS – Increased risk of being ignored; – Inability to explain a medical emergency; – Extreme stress in chaotic situations; – Lack of patience or training among response staff.	**POSSIBLE PRACTICAL SOLUTIONS** – Emergency communication card (needs, contacts, symbols); – Apps or printed communication boards; – Training the community and rescuers in alternative communication; – Designated support person.
PERSONS WITH MILD COGNITIVE DISABILITIES / LEARNING DIFFICULTIES (ADHD, severe dyslexia, attention disorders)	– Can function independently in daily life; – Difficulty processing information quickly; – Confusion in highly stimulating situations.	
	CHALLENGES IN EMERGENCY SITUATIONS – Misunderstanding alert messages; – Difficulty following multiple instructions; – Risk of separation from group or family; – Cognitive overload.	**POSSIBLE PRACTICAL SOLUTIONS** – Short, clear, repeated messages; – Instructions in simple steps; – Pictograms and color codes; – Individual guidance.

FIRE EVACUATION OF A PERSON WITH VISUAL IMPAIRMENT	**GOAL** – Developing the ability to analyze the needs of a person with visual impairment in fire situations and identifying practical support solutions.
	CASE DESCRIPTION – An adult with severe visual impairment lives alone in a second-floor apartment of a building. One evening, a fire breaks out in an apartment on the same landing. The audible alarm goes off, and the stairwell fills with smoke. Neighbors quickly exit via the stairs.
	TASKS – Identify the main risks for the person with visual impairment. – What additional difficulties arise compared to a person without a disability? – What adaptations are necessary for evacuation? – Who can provide support? – Formulate at least 3 lessons learned.
	MAIN RISKS – Disorientation due to smoke. – Blocking of the usual travel route. – Risk of falling on stairs. – Panică generată de zgomot și agitație. – Delayed evacuation.
	ADDITIONAL DIFFICULTIES – Cannot see signs or the direction of the smoke. – Cannot observe new obstacles that appear. – Depends on verbal or physical guidance.
	HOW TO ACT? – A person to offer their arm for proper guidance. – Clear verbal instructions ("follow two steps", "to the right"). – Maintaining calm and constant communication. – Practicing the evacuation route before a crisis occurs.
	ACTORS INVOLVED – Neighbors. – Designated support person. – Building manager. – Emergency services.
	LESSONS IDENTIFIED – The evacuation plan must be discussed in advance. – It is important for neighbors to know that a person with visual impairment lives in the building. – Calm communication reduces the risk of panic and injury.
	TO DISCUSS – What would happen if the alarm were only visual? – What preventive measures can be taken before such a situation?

EARTHQUAKE – PERSON WITH PARTIAL SIGHT	**PURPOSE** – Analyzing the impact of an earthquake on a person with partial sight and identifying prevention measures.
	CASE DESCRIPTION – An elderly person with partial sight lives alone on the 4th floor of a building. During a strong earthquake, furniture moves, objects fall to the floor, and the electricity goes out.
	TASKS – What are the immediate risks? – What problems can arise after the earthquake? – What measures should have been taken before the crisis? – What support is needed after the event?
	IMMEDIATE RISKS – Falling over objects. – Injury from broken windows. – Difficulty orienting in the dark.
	SUBSEQUENT PROBLEMS – Lack of lighting. – Difficult access to written information. – Difficulty assessing home safety.
	PREVENTIVE MEASURES – Securing furniture to the wall. – Keeping a flashlight in an easily accessible place. – Consistently organizing the space without obstacles. – Establishing a support person in the building.
	NECESSARY SUPPORT – Checking the home by neighbors or authorities. – Help with moving outside the building. – Clear verbal information about the situation.
	LESSONS IDENTIFIED – Organizing the space can prevent serious accidents. – A flashlight and an emergency kit are essential. – Elderly people with visual impairments are at increased risk in such situations.
	TO DISCUSS – What difference would emergency lighting make? – How can the community be involved in support?
FLOOD – PERSON WITH VISUAL IMPAIRMENT	**PURPOSE** – Identifying the measures needed to safely evacuate a person with visual impairment in the event of a flood.
	CASE DESCRIPTION – An adult with visual impairment lives in a flood-prone area. An evacuation warning is issued with 4 hours' notice. The water level begins to rise around the home, and access becomes difficult.
	TASKS – What are the main risks? – What actions must be taken before evacuation? – What adaptations are needed in communication? – What role do authorities and the community play? – Formulate lessons identified.
	RISKS – Difficulty orienting in water or mud. – Invisible obstacles (holes, floating objects). – Isolation if they do not ask for help in time. – Loss of documents or medication.
	ACTIONS BEFORE EVACUATION – Confirming the alert message by phone call. – Contacting the support person. – Preparing the emergency kit (documents, medications). – Keeping important items in a waterproof container.
	COMMUNICATION ADAPTATIONS – Clear and repeated audio messages. – Simple explanations, without technical terms. – Verbal confirmation that the information was understood.
	THE ROLE OF AUTHORITIES AND THE COMMUNITY – Identifying vulnerable people in the area.

	– Providing assisted transport. – Offering accessible shelter. – Involving neighbors in immediate support
	LESSONS LEARNED – Alerts must be adapted and confirmed. – The local support network is essential. – A personal emergency plan reduces risk and reaction time.

THE MAJOR 1977 EARTHQUAKE	Many survivors with disabilities did not have access to accessible shelters or adapted emergency transport.	
THE COVID-19 PANDEMIC	Access to healthcare for people with disabilities was severely affected, and isolation measures led to the worsening of many people's psychological state.	
THE WAR IN UKRAINE (2022)	Evacuating people with disabilities was difficult due to the lack of infrastructure and necessary resources.	

1

EXERCISE SHEET – MATCHING THE TYPE OF DISABILITY WITH PRIORITY NEEDS IN EVACUATION

PURPOSE - Developing trainers' ability to quickly identify the priority needs of people with disabilities in evacuation situations and to adapt the intervention.

TASK - Match each type of disability (column A) with **two or three** priority evacuation needs (column B). There may be **multiple correct answers** for each type.

WORKING METHOD - individual / small groups, followed by guided discussion.

A. Types of disability	B. Priority needs in evacuation
1. Motor disability	A. Accessible evacuation routes, free of obstacles
2. Visual disability	B. Clear verbal instructions and physical guidance
3. Hearing disability	C. Visual or tactile alarms
4. Intellectual disability	D. Extra time for evacuation
5. Psychosocial disability	E. Presence of a known support person
6. Multiple disability	F. Simple, repeated and easy-to-understand information
	G. Reducing stimuli (noise, crowding)
	H. Adapted transport (wheelchair, evacuation lift)
	I. Maintaining access to medication and equipment
	J. Emotional support and calm communication

Task 1 – Matching - Complete the table below:

Type of disability	Priority needs associated with evacuation (letters)
1. Motor	A, D, H, I
2. Visual	**B, D, E**
3. Hearing	**C, F, E**
4. Intellectual	**D, E, F**
5. Psychosocial	**D, G, J**
6. Multiple	**A, D, E, H, I (combinations adapted to the situation)**

Task 2 – Briefly answer the following questions:

- *What risks arise if the evacuation is not adapted to the type of disability?*
- *What elements must be planned in advance, not improvised?*
- *How would you explain these differences to a group of trainees with no experience in the field?*

Guideline answers - *they can be adapted depending on the type of group and level of experience.*

1. What* risks *arise if the evacuation is not adapted to the type of disability?

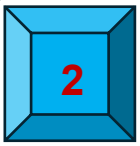
- *Delayed evacuation, increasing the risk of injury or death.*
- *Blocking of evacuation routes, especially for people with motor disabilities.*
- *Loss or damage of equipment - wheelchairs, canes, prostheses.*
- *Isolation and inability to receive help in a timely manner.*
- *Increased stress and anxiety, with a negative impact on decisions and reactions.*
- *Risk of overexertion or injury to the support person if proper planning is not in place.*
- *Exclusion from standard civil protection procedures if plans are not inclusive.*

2. What elements must be planned in advance, not improvised?

- *The personalized evacuation plan, adapted to the type of disability and equipment.*
- *Identification of support persons and establishing their roles in the evacuation.*
- *Accessible evacuation routes and alternatives - ramps, obstacle-free paths, adapted transport.*
- *Emergency kit and essential documents, prepared and accessible.*
- *Communication with authorities and emergency services, informing them about special needs.*
- *Practicing evacuation scenarios to verify feasibility and required time.*
- *Planning the safety and protection of equipment during the evacuation.*

3. How would you explain these differences to a group of trainees with no experience in the field?

- *"Think about it: a standard evacuation means moving quickly down the stairs or taking a safe route to the exit. For a person in a wheelchair or with low vision, the same instructions do not work – they must be adapted."*
- *"The main difference is that a person with a disability has specific needs that, if not planned in advance, increase risks and slow down the evacuation."*
- *"Imagine having to move through a flooded area or among obstacles without the help of a wheelchair – this shows why inclusive planning is essential."*
- *"Essentially, evacuation for people with disabilities is not just about getting them out of the building, but ensuring their safety, equipment, and necessary support throughout the process."*



EXERCISE SHEET – ANALYSIS OF AN EVACUATION CASE DURING A FLOOD

PURPOSE - Developing the ability to analyze real evacuation situations and identify necessary adaptations for people with disabilities.

CASE DESCRIPTION - *An adult with a **mobility disability**, a wheelchair user, lives on the ground floor of a building in a flood-prone area. Following heavy rains, authorities issue an evacuation warning with 3 hours' notice. The elevator is not working, and the water level is rising rapidly around the building.*

TASKS

Task 1 –

1. *Identify the **main risks** for the person with a disability in this situation.*
2. *Analyze **what actions should be taken** before the evacuation.*
3. *Specify **what adaptations are necessary** in the evacuation process.*
4. *Identify the **actors involved** - family, neighbors, authorities, emergency services.*
5. *Formulate **at least 3 lessons learned** for similar situations.*

Task 2 – Briefly answer the following questions:

- *What would be different if the person also had a sensory disability?*
- *What elements should have been planned before the crisis occurred?*

GUIDELINE ANSWERS

1. *Main* risks for the person with a disability

- ***Impossibility of autonomous evacuation**, due to wheelchair use.*
- ***Rapid rise in water level**, with the risk of being trapped in the home.*
- ***Inaccessibility of the elevator** and evacuation routes.*
- ***Risk of injury** during improper handling.*
- ***Loss of access to medication and equipment**.*
- ***Delayed intervention**, due to lack of planning.*
- ***Increased stress and anxiety**, impacting the ability to react.*

2. *Actions* to be taken before evacuation

- *Monitoring weather warnings and messages from authorities.*
- *Contacting the support person, neighbors, or family in advance.*
- *Preparing an emergency checklist and essential documents.*
- *Ensuring access to medication and necessary equipment.*
- *Informing emergency services about the person's situation.*
- *Identifying an alternative evacuation route and an accessible shelter.*
- *Protecting electrical equipment and the wheelchair, if possible.*

3. *Adaptations* needed during the evacuation process

- ***Assisted evacuation**, with trained staff or support persons.*
- *Using an **adapted means of transport**.*
- *Allocating **extra time** for evacuation.*
- *Keeping the person together with assistive equipment.*
- *Communicating calmly and clearly throughout the evacuation.*
- *Avoiding dangerous or flooded routes.*

4. *Actors* involved

- ***The person with a disability**, as the main decision-maker, where possible.*
- ***Family / designated support person**.*
- ***Neighbors**, as the first informal support.*
- ***Local authorities** - city hall, civil protection.*
- ***Emergency services** - firefighters, ambulance.*
- ***Non-governmental organizations**, if active in the area.*
- ***The family doctor.***

5. *Lessons* learned (at least 3)

- *Evacuation planning must be done **before the crisis occurs**.*
- *Knowing neighbors and the local support network is essential.*
- *People with disabilities need personalized plans, not general ones.*
- *Early communication with authorities can save time and lives.*
- *Equipment is essential and must be integrated into the evacuation plan.*

INDICATIVE ANSWERS TO QUESTIONS

What would be different if the person also had a sensory disability?

- *Adapted communication channels would be needed - visual, tactile, simplified language.*
- *The risk of misunderstanding warnings would be higher.*

- *Continuous guidance would be needed during the evacuation.*
- *Coordination with emergency services should include additional information.*

What elements should have been planned before the crisis occurred?

- *A personal evacuation plan, adapted to the disability.*
- *Identifying a support person.*
- *Informing local authorities about the person's situation.*
- *Preparing an emergency checklist and documents.*
- *Establishing a safe and accessible refuge location.*
- *Practicing evacuation scenarios.*



EXERCISE SHEET – IDENTIFYING RISKS IN THE HOME AND RISK REDUCTION SOLUTIONS

PURPOSE - Increasing prevention and risk assessment capacity at the individual level.
TASK - Identify 5 risks in a home, real or hypothetical, that could become dangerous in crisis situations - earthquake, fire, flood, landslides. For each risk, propose **a concrete solution to reduce it**.

After completing the task, the results are compiled and analyzed / discussed.

GUIDING QUESTIONS FOR DISCUSSION

- *Which risks require immediate intervention?*
- *Which solutions involve external support (authority, community)?*

SAMPLE GUIDING ANSWERS - Identifying risks in the home and risk reduction solutions

Identified risk	Associated crisis type	Impact on the person with disability	Concrete reduction solution
Unsecured furniture (wardrobes, bookshelves)	Earthquake	– Risk of being trapped, injured, blocked access routes	– Securing furniture to the wall; repositioning
Damaged outlets or cables	Fire	– Risk of electrocution or fire	– Periodic inspection; replacement by a certified electrician
Lack of smoke detectors	Fire	– Delayed reaction to fire	– Installing accessible smoke detectors
High thresholds / slippery surfaces	Flood / evacuation	– Falls, inability to move	– Removing thresholds; anti-slip strips
Documents and medication stored improperly	All types of crisis	– Loss of access to information and treatment	– Keeping them in a waterproof emergency kit
Lack of emergency lighting	All types of crisis	– Disorientation, panic	– Emergency lamps, accessible flashlights
Blocked access to exits	Evacuation	– Delay or impossibility of evacuation	– Permanent clearance of access routes

INDICATIVE ANSWERS TO QUESTIONS

Which risks require immediate intervention?

- *Risks that can cause **serious injury or death**:*
  - *unsecured furniture;*
  - *defective electrical installations;*
  - *blocked evacuation routes;*
  - *lack of smoke detectors;*
  - *extremely slippery surfaces.*
- *Risks affecting **rapid and safe evacuation**.*

Which solutions require external support - authorities, community?

- *Interventions that require:*
  - ***authorized specialists** - electrician, installer;*
  - ***structural modifications** to the dwelling;*
  - *financial or material support from authorities;*
  - *community support - neighbors, NGOs, for adaptations or transport, family doctor.*
  - *Installation of ramps, lifts, adapted alarm systems.*

4

EXERCISE SHEET – COMPLETING A PERSONAL EMERGENCY LIST

GOAL - Raising awareness of the importance of individual and personalized preparation for people with disabilities for crisis situations.

TASK - *Complete the list below, adapted for a person with a disability. The list must cover the essentials for* ***at least 72 hours****.*

GUIDING QUESTIONS FOR DISCUSSION

- *Which elements are often omitted in emergency planning?*
- *How can this list be updated periodically?*

PERSONAL EMERGENCY LIST – indicative completion

A. Essential data

- **Person's name:** *Popescu Maria*
- **Type of disability:** *motor disability – wheelchair user*
- **Support person:** *Popescu Ion – 07XXXXXXXX*
- **Other emergency contacts:** *neighbor, personal assistant, local social service*
- **Home address:** *xxxxxxx*
- **Blood group / allergies:** *A2 / not applicable*
- **Contact details – family doctor**

B. Health and care

- Daily medication for at least 3–5 days
- Copies of medical prescriptions
- Medical instructions – medication doses, method of administration
- Necessary medical devices - catheters, glucometer, blood pressure monitor
- Adapted sanitary and hygiene materials
- Contact number of the attending physician

C. Equipment

- Wheelchair - manual/electric
- Charger for electric equipment
- Spare batteries
- Essential spare parts
- Quick user instructions

D. Important documents

- Copy of ID card
- Certificate of disability classification
- Health card
- Medical insurance
- Other relevant documents - kept in a waterproof folder.

E. Communication and information

- Functional mobile phone
- Charger and power bank
- List of contacts saved on the phone and printed
- Alerting / information apps
- Alternative communication devices - if applicable.

F. Food and water

- Drinking water - minimum 2 liters/day/person
- Non-perishable food
- Food adapted to special needs – diet, dietary regimen
- Easy-to-use utensils and containers

G. Other specific needs

- Adapted change of clothes
- Light / thermal blanket
- Personal hygiene items
- Comfort items - to reduce anxiety
- Flashlight, battery-powered radio
- Mask, gloves, disinfectant

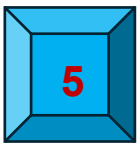
SUGGESTED ANSWERS TO DISCUSSION QUESTIONS

What elements are often omitted in emergency planning?

- *Spare batteries for life-sustaining equipment*
- *Clear medical instructions*
- *Copies of important documents*
- *Items needed for mental health*
- *Special dietary needs*

How can the list of personal needs be updated periodically?

- *Review every 6 months*
- *Update after medical or housing changes*
- *Checking validity periods*
- *Testing equipment functionality*
- *Practicing list use in simulated scenarios*



WORKSHEET – GUIDED BRAINSTORMING – *"Why do we need to prepare for crisis?"*

Interactive method of guided idea exploration, through which the trainer stimulates active participation of learners, using structured questions to identify perceptions, risks, and needs related to crisis preparedness, with emphasis on the particularities of persons with disabilities.

The method contributes to developing critical thinking skills, active participation, and awareness of inclusion, being aligned with the principles of non-formal education and learner-centered learning.

PURPOSE

- Activating learners' prior knowledge;
- Raising awareness of differences between persons with disabilities and those without disabilities;
- Understanding the importance of crisis preparedness;

TRAINER'S ROLE

- formulates clear and progressive questions;
- notes key ideas on flipchart/board;
- guides the discussion without judging answers;
- synthesizes conclusions and correlates them with module objectives.

GUIDING QUESTIONS AND ANSWERS

1. ***What does a crisis situation mean?***
   - *unexpected event that disrupts normal life;*
   - *situation that endangers life, health, or property;*
   - *context in which usual resources are no longer sufficient.*
2. ***What types of crises can affect a community?***
   - *natural disasters - earthquake, flood, fire, landslides;*
   - *health crises - epidemics, pandemics;*
   - *armed conflicts or social tensions;*
   - *economic or political crises.*
3. ***Why can persons with disabilities be more vulnerable in such situations?***
   - *reduced mobility; dependence on equipment or human support;*
   - *communication or comprehension difficulties; limited access to information;*
   - *associated health issues.*
4. ***What can happen if there is NO preparation before a crisis?***
   - *delayed reactions; panic and wrong decisions;*
   - *increased risk of injury; impossibility of evacuation;*
   - *loss of access to treatment or support.*
5. ***What does "being prepared" mean for a person with disabilities?***
   - *existence of a personal emergency plan;*
   - *identifying a support person; adapting the home;*
   - *preparing an emergency kit;*
   - *knowing rights and available services.*
6. ***Who is responsible for crisis preparedness?***
   - *the person themselves; family and support network;*
   - *the community; the authorities;*
   - *specialized organizations*.

6

WORKSHEET – SITUATION ANALYSIS –
"Types of Disabilities and Specific Needs in Crisis Situations"

Active learning method based on contextual analysis, through which the trainer uses concrete or hypothetical situations to support the identification of types of disabilities, associated specific needs, and the differences between a person with disabilities and one without disabilities, with an emphasis on practical applicability in crisis situations.

The method contributes to the development of analysis, adaptation, and inclusion skills, being aligned with the principles of non-formal learning and education.

PURPOSE

- Understanding the relationship between the type of disability and specific needs;
- Developing the capacity to analyze and adapt interventions;
- Avoiding generalist or stereotypical approaches;
- Preparing trainers for delivering applied content.

THE ROLE OF THE TRAINER

- presents the situations to be analyzed;
- guides the discussion through clear, simple questions;
- corrects incorrect generalizations;
- summarizes the conclusions and correlates them.

THE ROLE OF PARTICIPANTS

- analyze the presented situation;
- identify the type of disability and associated needs;
- propose adapted solutions;
- argue the answers.

EXAMPLES OF SITUATIONS TO BE ANALYZED

SITUATION 1 - ***An adult person with visual disability*** *is in a public building when a fire alarm goes off. The building is crowded, and announcements are made only through sound messages.*

Possible questions

- *What type of disability are we analyzing?*
- *What specific needs arise in this situation?*
- *What additional risks exist compared to a person without disabilities?*
- *What measures should be taken to support evacuation?*

Indicative answers

- *sensory disability – visual;*
- *need for orientation / physical and verbal guidance;*
- *risk of disorientation and panic;*
- *the need for a support person and tactile signage.*

SITUATION 2 - ***A person with mild intellectual disability*** *receives a warning message about evacuation due to an imminent flood, formulated in technical and complex language.*

Possible questions

- *What difficulties may arise in understanding the message?*
- *What adaptations are needed in communication?*
- *Who should intervene to provide support?*

Indicative answers

- *difficulties in understanding the information;*
- *the need for simple and repetitive language;*
- *the involvement of a support person or family.*

SITUATION 3 - ***A person with motor disability****, a wheelchair user, lives in a building without an access ramp. Following an earthquake, rapid evacuation is necessary.*

Possible questions

- *What are the main barriers that arise in this situation?*
- *What specific needs are there?*
- *What solutions can be applied in the short and long term?*

Indicative answers

- *architectural barriers in infrastructure construction;*
- *assisted evacuation and adapted transport;*
- *temporary solutions - human support and structural solutions - accessibility.*

7

WORKSHEET – ROLE-PLAY –
"General support strategies for people with disabilities in crisis situations"

Practical method of active learning, through which participants simulate real roles involved in supporting people with disabilities in crisis situations, to understand responsibilities, specific needs and the importance of teamwork.

The method supports learning and the development of social skills and the promotion of inclusion, being compatible with non-formal and participatory education approaches.

PURPOSE

- Practical understanding of general support strategies;
- Development of empathy and appropriate communication;
- Practicing decision-making in crisis situations;
- Identifying the differences between adequate and inadequate support.

TARGETED COMPETENCIES

- analysis of concrete situations;
- accessible communication adapted to the diversity of needs;
- cooperation and coordination;
- problem solving;
- respect for the principles of inclusion.

THE TRAINER'S ROLE

- explains the context and rules of the game;
- assigns roles;
- observes interactions - intervenes only for clarifications;
- facilitates the final analysis and reflection.

PARTICIPANTS' ROLES

- person with disability;
- support person - family / neighbor / volunteer;
- representative of local authorities;
- member of emergency services;

EXAMPLE OF ROLE-PLAY SCENARIO

CONTEXT - *A community is affected by a crisis situation - flood / fire / preventive evacuation. In the area there is a person with a disability who needs support for evacuation and access to essential services.*

TASKS

- identify the needs of the person with disability;
- set intervention priorities;
- communicate effectively with those involved;
- decide on appropriate support measures.

POSSIBLE QUESTIONS DURING THE GAME

For those playing the role of *"person with disability"*

- *What are your main needs in this situation?*
- *What type of support is useful to you and what do you think is not useful?*

For those playing the role of *"support person"*

- *How can you help without creating dependency or additional risk?*
- *What information must you convey to the authorities?*

For those playing the role of *"authorities / emergency services"*

- *How do you identify people with disabilities in the community?*
- *What resources can be mobilized quickly?*

Possible guiding answers

- *recognition of specific needs; calm and clear communication;*
- *respect for dignity and autonomy;*
- *cooperation between actors; avoiding improvised or forced solutions.*

Post-game analysis / debriefing

- *What worked well in supporting the person with disability?*
- *What difficulties arose?*
- *What would have happened without coordination?*
- *What general strategies can be applied in other crisis situations?*

WORKSHEET – CASE ANALYSIS –

"Developing personal resilience for people with disabilities in crisis situations"

PURPOSE

- understanding the concept of personal resilience;
- identifying the person's internal and external resources - vulnerability and resilience factors, coping mechanisms;
- analyzing how resilience can be strengthened before, during, and after a crisis;

TARGETED COMPETENCIES

- self-assessment;
- situation analysis;
- identifying resources;
- formulating adapted solutions;
- promoting autonomy and inclusion.

ROLE OF THE TRAINER

- presents the case and the objectives of the exercise;
- formulates questions to deepen the topic and discussions;
- supports participants in the analysis;
- summarizes the conclusions and correlates them with theory.

ROLE OF THE PARTICIPANTS

- analyze the proposed case;
- identify resilience and vulnerability factors;
- propose concrete measures to strengthen resilience;
- argue the solutions.

CASE PRESENTATION FOR ANALYSIS – *Maria is an adult with a locomotor disability, a wheelchair user. She lives alone in a third-floor apartment, in an area prone to flooding. In the past, she had to cope with a rapid evacuation without sufficient support.*

TASKS

1. *Identify Maria's vulnerability factors.*
2. *Identify Maria's personal resources - skills, experience, attitudes.*
3. *Identify external resources - family, community, support services.*
4. *Analyze Maria's reactions in the described crisis situation.*
5. *Propose concrete measures for developing personal resilience.*

POSSIBLE INDICATIVE ANSWERS

1. Vulnerability factors

- reduced mobility;
- housing located in a risk area;
- lack of an established support person;
- previous negative experiences.

2. Personal resources

- previous experience in crisis management; ability to ask for help; adaptability; knowledge of one's own disability.

3. External resources

- neighbors; social services; local authorities; support organizations, family doctor.

4. Reactions in crisis situations

- stress and anxiety;
- difficulty making decisions;
- temporary dependence on external support.

5. Measures to strengthen resilience

- developing a personal emergency plan;
- establishing a support network;
- adapting the home;
- participating in information and training sessions;
- developing emotional self-management skills.

CONCLUSION / FINAL MESSAGE – Personal resilience does not mean the absence of difficulties, but the ability to manage them using internal and external resources. For people with disabilities, resilience is closely linked to access, support, and autonomy.

WORKSHEET – WORKSHOP –

"Possible practical solutions and recommendations for authorities and communities"

GOAL – turning theoretical knowledge into concrete solutions, formulating applicable and transferable proposals and recommendations for public policies, local plans, or community interventions adapted to the local context, through inter-institutional and community collaboration.

DESCRIPTION – Participants work in groups to develop concrete solutions – recommendations, protocols, inclusive policies, local emergency plans, community cooperation mechanisms – addressed to authorities/communities, starting from previously identified needs.

WHAT IT DEVELOPS IN TRAINERS

- the ability to facilitate participatory processes;
- the ability to integrate the perspective of persons with disabilities into decisions;
- skills for working with authorities and communities.

During the workshop, the focus will be on:

- realism;
- adaptation to the local context;
- clear responsibility;
- sustainability.

DEVELOPMENT

Presentation of the work context - *a local community must improve its crisis intervention plan so that it adequately responds to the needs of persons with disabilities.*

Tasks

1. *Identify the main problems faced by persons with disabilities in crisis situations at the local level.*
2. *Select one of the identified problems as a priority.*
3. *Propose at least 3 concrete solutions.*
4. *Indicate the actors responsible for application and implementation.*
5. *Identify the necessary resources.*

WORK TABLE AND INDICATIVE ANSWERS

Priority problem	Proposed solution	Those responsible	Necessary resources	Deadline
Lack of identification of persons with disabilities in crisis situations	Creating a voluntary local database/register of persons with disabilities who may need support in an emergency	City Hall (social service), NGOs	– Staff – Database – Information campaign	6 months
Inaccessible communication in emergency situations	Adapting alert messages: simple language, pictograms, accessible audio/video messages	Local authorities, ISU	– Accessible materials – Collaboration with experts	3–6 months
Difficult evacuation for persons with reduced mobility	Establishing assisted evacuation procedures and community support points	ISU, city hall, volunteers	– Training – Local plans – Volunteers	6 months
Lack of training for public staff	Organizing training sessions on disability and inclusion in crisis situations	Municipalities, NGOs, trainers	– Training budget – Trainers – Materials	12 months
Unadapted public infrastructure	Accessibility audit for public buildings used as shelters	Municipalities, architects, NGOs	– Technical assessment – Funds	12–24 months
Lack of coordination between institutions	Local cooperation protocol between municipalities, ISU, DSP, NGOs, and family doctors			
Isolation of persons with disabilities in the community	Support neighbor network			
Lack of adapted equipment	Procurement of evacuation equipment (special chairs, stretchers)			

Possible indicative questions and answers

- ***Which solutions can be implemented immediately?***
  - *accessible communication;*
  - *identifying vulnerable persons through community networks;*
  - *basic training of staff and volunteers.*
- ***Which solutions require policy or budget changes?***
  - *official local registries;*
  - *adapting infrastructure;*
  - *procurement of special equipment.*
- ***How can persons with disabilities be involved in implementation?***
  - *periodic consultations;*
  - *participation in local working groups;*
  - *testing evacuation procedures;*
  - *role as trainers or experts by experience.*

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WORK SHEET – ANALYSIS OF GOOD PRACTICES –
"Possible practical solutions and recommendations for authorities and communities"

SCOPE – Identifying and adapting existing good practices in the field of inclusion of persons with disabilities in crisis management.

DESCRIPTION – The trainer presents real examples, national or European, of effective measures that can be adapted to the local context and implemented by authorities / communities to support persons with disabilities.

WHAT IT DEVELOPS IN TRAINERS

- the ability to select and adapt functional models;
- critical thinking oriented towards public policies;
- solid, evidence-based argumentation for dialogue with authorities.

IMPLEMENTATION

Instructions - *The trainer presents 2 examples of European good practices –* ***"Integrated alert and support system for persons with disabilities in emergency situations"*** *and* ***"Community support network for persons with disabilities in crisis situations"****. Participants analyze their applicability in their own institutional or community context.*

Tasks

1. *Briefly describe the good practice analyzed.*
2. *Identify the factors that contributed to its success.*
3. *Assess which elements can be replicated locally.*
4. *Identify possible barriers to implementation.*
5. *Formulate adaptation recommendations.*

ANALYSIS TABLE – INDICATIVE ANSWERS

Good practice analyzed – ***"Integrated alert and support system for persons with disabilities in emergency situations"***

Description of the good practice analyzed	– **Implementation of a local system through which persons with disabilities are voluntarily identified, receive accessible alerts (SMS, voice call, video messages), and emergency services have clear adapted intervention procedures.**
Success factors	– inter-institutional cooperation (city hall–ISU–social services–family doctor); – involvement of NGOs; – consultation of persons with disabilities; – use of accessible technology; – existence of a clear procedural framework.
Elements replicable locally	– accessible alert messages; – local voluntary registers; – staff training; – cooperation protocols; – involvement of the community and volunteers.
Local barriers	– lack of financial resources; – institutional resistance to change; lack of updated data; – low level of awareness; – inadequate infrastructure.
Necessary adaptations	– phased implementation; – prioritizing low-cost solutions; – information campaigns; – partnerships with NGOs; – integration of measures into existing local emergency plans.

Questions

- *What makes this practice sustainable?*
- *What role do authorities and the community play?*
- *What risks arise if the adaptation is not correct?*

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ANALYSIS TABLE – INDICATIVE ANSWERS

Good practice analyzed – *"Community support network for people with disabilities in crisis situations"*

Description of the analyzed good practice	Creating a network of trained neighbors who provide first-need support to people with disabilities in times of crisis, until authorities intervene.
Success factors	– community involvement; basic training; – clear communication; coordination with authorities; mutual trust.
Elements replicable at local level	– volunteer training; designation of support persons; – contact lists; simulation exercises.
Local barriers	– lack of time; lack of motivation; – volunteer turnover; lack of formal coordination.
Necessary adaptations	– non-financial incentives; – clarification of responsibilities; integration of the network into local structures; support from authorities.

Questions

– *What makes this practice sustainable?*
– *What role do authorities and the community play?*
– *What risks arise if the adaptation is not correct?*

Evaluation sheet

Trainee name (professional): _____, Date: _____

	Very good	Good	Satisfactory	Unsatisfactory
Identifies types of disabilities	✓			
Applies preparedness measures	✓			
Knows the rights	✓			
Active participation	✓			

CONCLUSIONS – INTEGRATED COURSE FOR EFFECTIVE CRISIS MANAGEMENT

Having reached the end of this course, perhaps the most important conclusion is that **we cannot prepare for every crisis individually, but we can prepare to react correctly when a crisis occurs.** Our ambition was to **develop an integrated system of preparation and response for crisis situations,** capable of addressing an increasingly evident reality – the growing frequency, diversity, and complexity of events affecting the safety, security, and resilience of our communities.

Natural disasters, major accidents, armed conflicts, economic crises, political and social instability, or epidemics and pandemics have different causes, developments, and consequences. However, beyond the particularities of each situation, there is a **common logic of survival and effective action**. This logic begins before the crisis occurs. It means knowing the risks, identifying our vulnerabilities, preparing essential resources, having alternative options, and knowing in advance what we must do when normal living conditions are disrupted.

Preparedness does not begin when the crisis has occurred. Preparedness begins before.

The course fundamentals have shown us, however, that material preparedness, although important, is not sufficient. The first resource we must be able to control in a critical situation is **our own reaction**. **Fear is natural. Uncertainty is inevitable. But panic** can turn a difficult situation into a much more dangerous one. That is why, before acting, we must be able to stop for a few moments, observe, assess the situation, identify dangers, and set priorities.

This leads to one of the central ideas of the entire course:

ANTICIPATE → ASSESS → PRIORITIZE → PROTECT → ACT → ADAPT → RECOVER.

This sequence represents the common thread linking all six modules of the integrated course.

In the case of **natural disasters and major accidents / MODULE 1**, time and immediate reaction can make the difference. The priority is protecting life: recognizing danger, self-protection, evacuation or sheltering, providing first aid, and following authorities' instructions. One rule must be remembered: **we cannot help anyone if we ourselves become victims.**

In an **armed conflict or a war situation / MODULE 2**, the logic changes. Exposure to danger can become persistent, and safety depends on the ability to anticipate, identify shelters and safe routes, manage limited resources, move prudently, and maintain constant situational awareness. In such an environment, survival requires above all **protection, discretion, information, and continuous adaptation**.

In the case of **economic crises / MODULE 3**, the danger is less visible and the effects usually appear gradually. Survival no longer means only immediate reaction, but the ability to maintain the functionality of the individual and the family in the medium and long term. Careful management of resources, protecting essential needs, identifying alternatives, and maintaining professional capacity become components of resilience.

Political and social crises / MODULE 4, have shown us the importance of being aware of the situation and avoiding escalation. In a tense and unpredictable environment, we must know what is happening around us, avoid high-risk areas, identify alternative routes, and make prudent decisions. At the same time, information itself becomes a critical resource. Rumors, manipulation, and disinformation can amplify a crisis, which is why **verifying information before acting on it or sharing it must become a reflex.**

The module dedicated to **epidemics and pandemics** / **MODULE 5** has demonstrated that protecting individual health is inseparable from protecting the community. Reducing exposure, interrupting transmission, complying with protective measures, and maintaining essential resources are important, but resilience requires more. Family, education, communication, professional activity, and community relationships must continue to function, even in an adapted form.

Finally, the module dedicated to **persons with disabilities / MODULE 6** reminded us of a fundamental principle – **a community cannot be considered resilient if it leaves the most vulnerable behind.** Preparedness must be inclusive from the planning stage, and warning, support, protection, and evacuation procedures must be adapted to the real needs of the individual. It is not the person who must adapt to the procedure, but the procedure that must be able to respond to the person.

Taken together, the six modules convey a common message – **SURVIVING A CRISIS SITUATION MEANS MORE THAN JUST GETTING THROUGH THE CRITICAL MOMENT.** It means protecting lives, preserving decision-making capacity, managing resources, maintaining essential functions, supporting those around us, adapting to change, and ultimately being able to gradually return to a state of normalcy. That is why the true result of this course should not be measured only by the amount of information accumulated. It must be transformed into:

INFORMATION → UNDERSTANDING → DECISION → ACTION → ADAPTATION → RESILIENCE.

We believe that by the end of the course, each participant should be able to answer more clearly a few essential questions:

- **What is happening?**
- **What is the immediate danger?**
- **What must I protect first?**
- **What must I do?**
- **How must I do it?**
- **In what order must I act?**
- **What must I change if the situation evolves?**

If these questions become a natural mechanism of thinking and action, then the course has achieved one of its fundamental objectives.

But individual preparation represents only the first level. A prepared person can protect themselves and support those close to them. A prepared family becomes less vulnerable. A prepared community can better absorb the shock of a crisis and restore its essential functions more quickly. Thus, **individual preparation becomes part of community resilience.**

This is also why the course should not be seen as an end point, but as the beginning of a process. Knowledge must be updated, procedures must be practiced, plans must be reviewed, and lessons learned from real situations must be continuously integrated into preparation. We know that we cannot eliminate all risks, anticipate every crisis, or control all circumstances. **What we can control is how well prepared we are to face them.**

In a crisis situation, people do not need as much information as possible. They need **the right information, simple procedures, and clear action guidelines** so that they can make correct decisions even under pressure. Therefore, the message with which we should conclude this course can be summarized very simply:

- **PREPAREDNESS REDUCES VULNERABILITY.**
- **CLARITY SUPPORTS DECISION-MAKING.**
- **THE RIGHT DECISION GENERATES EFFECTIVE ACTION.**
- **ADAPTATION BUILDS RESILIENCE.**

And if we were to keep a single sequence of actions after completing the course, it would be:

PREPARE – PROTECT – ACT – ADAPT – RECOVER.

Because **a crisis does not give us time to learn from scratch. What we know, what we have practiced, and what we have prepared beforehand can make the difference when every decision matters.**

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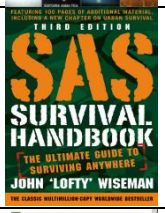
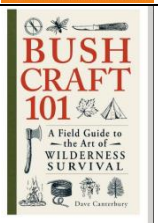
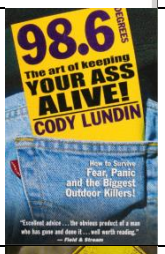
– John 'Lofty' Wiseman - ***"SAS Survival Handbook"***		SAS Survival Handbook, Third Edition The Ultimate Guide To Surviving Anywhere (2014) - John Lofty Wiseman : John Lofty Wiseman : Free Download, Borrow, and Streaming : Internet Archive
– Dave Canterbury - ***"Bushcraft 101: A Field Guide to the Art of Wilderness Survival"***		Bushcraft 101: A Field Guide To The Art Of Wilderness Survival : Dave Canterbury : Free Download, Borrow, and Streaming : Internet Archive
– Cody Lundin ***- "98.6 Degrees: The Art of Keeping Your Ass Alive"***		98.6 degrees : the art of keeping your ass alive : Lundin, Cody : Free Download, Borrow, and Streaming : Internet Archive
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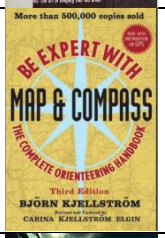
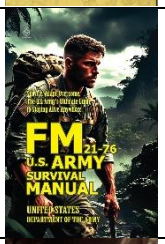
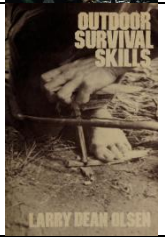
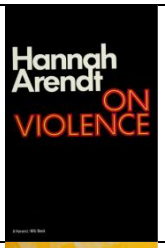
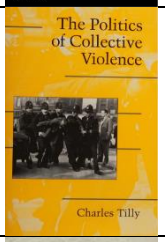
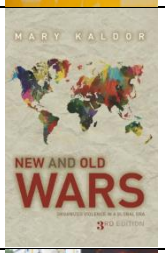
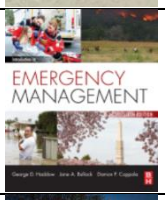
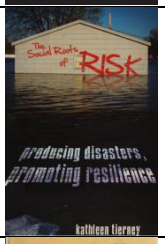
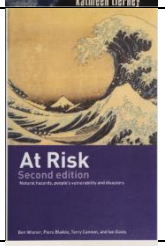
– Bjorn Kjellstrom - ***"Be Expert with Map and Compass"***		Be Expert With Map And Compass (2010) : Bjorn Kjellstrom : Free Download, Borrow, and Streaming : Internet Archive
– ***U.S. Army Survival Handbook*** (FM 21-76),		https://ia600904.us.archive.org/3/items/Fm21-76SurvivalManual/FM21-76_SurvivalManual.pdf
– Larry Dean Olsen ***- "Outdoor Survival Skills"***		Outdoor survival skills : Olsen, Larry Dean, 1939- : Free Download, Borrow, and Streaming : Internet Archive

– Arendt, H., 1970. **"*On Violence*".** New York: Harcourt Brace.		On violence : Arendt, Hannah, 1906-1975 : Free Download, Borrow, and Streaming : Internet Archive
– Tilly, C., 2003. **"*The Politics of Collective Violence*".** Cambridge: Cambridge University Press.		The politics of collective violence : Tilly, Charles : Free Download, Borrow, and Streaming : Internet Archive
– Kaldor, M., 2012, **"*New and Old Wars: Organized Violence in a Global Era*".** 3rd edition. Stanford: Stanford University Press.		New & old wars : organized violence in a global era : Kaldor, Mary, author : Free Download, Borrow, and Streaming : Internet Archive
– Haddow, G.D., Bullock, J.A. and Coppola, D.P., 2017. "***Introduction to Emergency Management*.**" 6th edition, Oxford: Butterworth-Heinemann.		Introduction to Emergency Management | ScienceDirect
– Tierney, K., 2014. ***"The Social Roots of Risk: Producing Disasters, Promoting Resilience".*** Stanford: Stanford University Press.		The social roots of risk : producing disasters, promoting resilience : Tierney, Kathleen J., author : Free Download, Borrow, and Streaming : Internet Archive
– Wisner, B., Blaikie, P., Cannon, T. and Davis, I., 2004. ***"At Risk: Natural Hazards, People's Vulnerability and Disasters".*** 2nd ed. London: Routledge.		At risk : natural hazards, people's vulnerability, and disasters : Free Download, Borrow, and Streaming : Internet Archive
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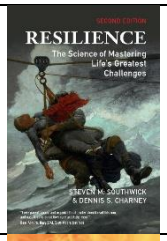
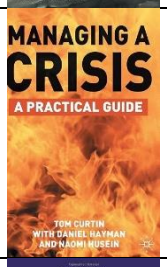
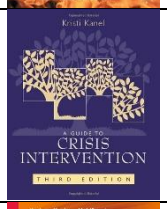
– Southwick, S.M. and Charney, D.S., 2018. ***"Resilience: The Science of Mastering Life's Greatest Challenges"***. 2nd ed. Cambridge: Cambridge University Press.		Resilience - Resilience
– Tom Curtin, Daniel Hatman, Naomi Musein, ***"A practical guide to crisis management."***		https://www.researchgate.net/publication/6755316
– Kristi Kanel, ***"A Guide to Crisis Intervention",*** Fourth Edition.		https://students.aiu.edu/submissions/profiles/resources/onlineBook/r3c5a5_A_Guide_to_Crisis_Intervention-_4th_edition.pdf
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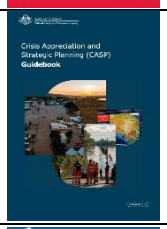
– *Government of Australia, Department of Home Affairs, Strategic Planning (CASP),* ***"GUIDEBOOK".***		https://www.homeaffairs.gov.au/emergency/files/casp-guidebook.pdf
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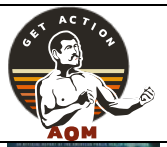
– ***Website*** **The Art of Manliness** – Survival Section		https://www.artofmanliness.com/skills/outdoor-survival/
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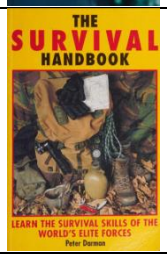
– Darman P.," The ***Survival Handbook",*** Published by Greenhill Books/Lionel Leventhal, ISBN-10:185367236X, ISBN-13:978-1853672361, 1996.		The survival handbook : Darman, Peter : Free Download, Borrow, and Streaming : Internet Archive

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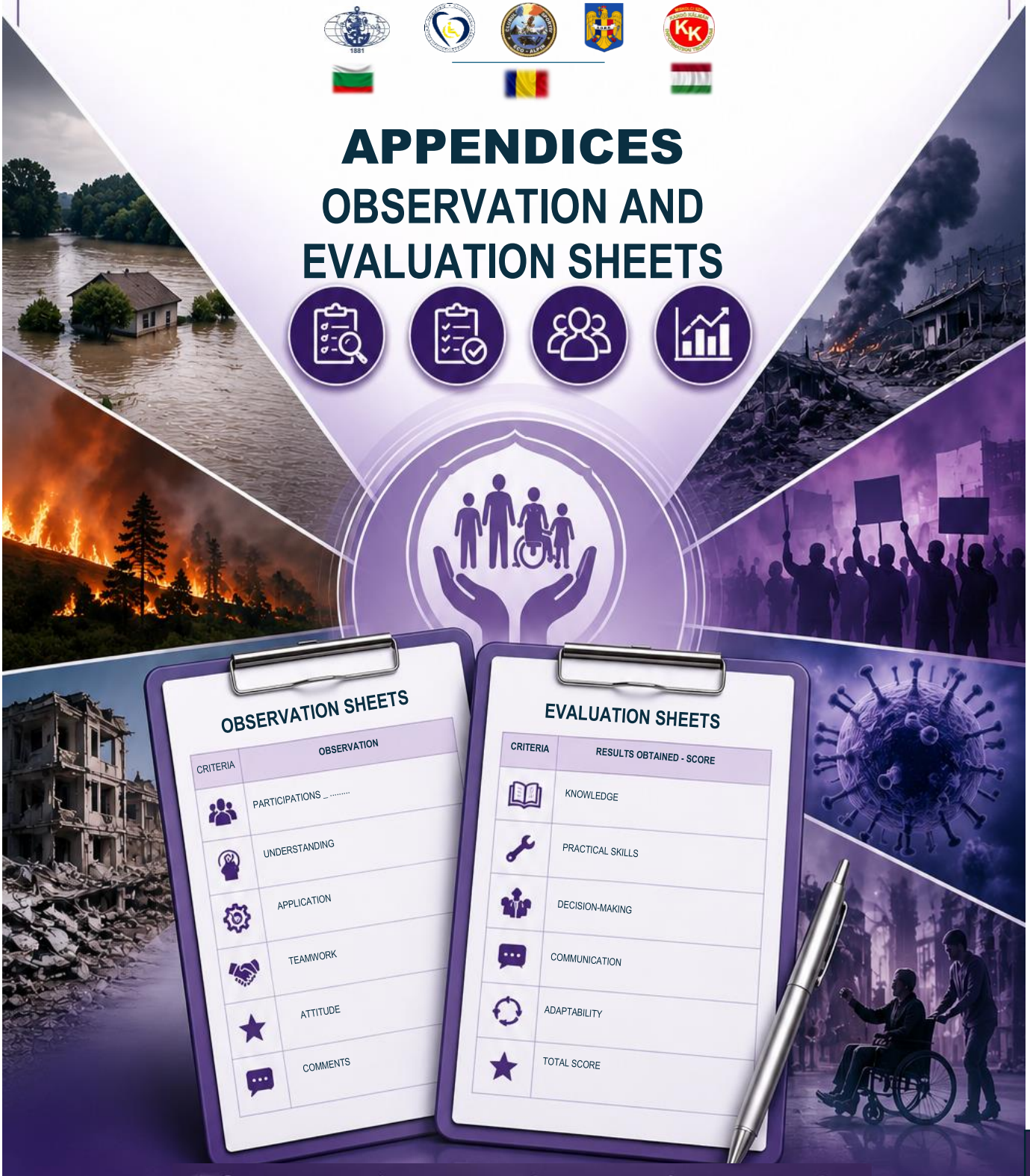
APPENDICES

OBSERVATION AND EVALUATION SHEETS



PREPARED PEOPLE – RESILIENT COMMUNITIES!

ANNEX

WHAT DOES THE APPENDIX CONTAIN AND HOW ARE THE OBSERVATION AND EVALUATION FORMS USED?

PURPOSE OF THE APPENDIX

This appendix brings together, in a coherent and user-friendly format, the observation and evaluation forms associated with the practical exercises and worksheets included in the Integrated Crisis Course.

The forms have been placed separately in the appendix to facilitate quick identification, reproduction, and use of the appropriate tool for each practical activity, without overburdening the structure of the course modules.

WHAT DOES THE APPENDIX CONTAIN?

For the practical activities included in the six modules, two types of tools are provided, as applicable:

OBSERVATION FORM – used by the instructor to monitor how the participant performs during the exercise. It allows systematic observation of behavior, application of procedures, communication of decisions, cooperation, and compliance with the specific requirements of the activity.
EVALUATION FORM – used to assess the results achieved and the extent to which the competencies targeted by the exercise were demonstrated, based on the specific criteria and indicators established for that activity.

Each form is tailored to the exercise or practical activity for which it was designed. Therefore, the criteria and indicators must be interpreted in relation to the objectives and tasks of that exercise.

HOW ARE THE FORMS USED?

Before the activity begins, the instructor selects the form corresponding to the practical exercise or worksheet and reproduces it according to the number of participants to be observed or evaluated.

For individual evaluation, one form is used for each professionals. Before the activity begins, the identification data provided in the form must be completed, including the participant's first and last name, the module, the exercise/activity, the date, and, where applicable, the name of the instructor/evaluator.

During the exercise, the instructor follows the established criteria and records specific, relevant, and objective observations based on the behavior and actions demonstrated by the participant. The evaluation must take into account not only the final result, but also how the participant analyzes the situation, sets priorities, makes decisions, applies procedures, communicates, and adapts to changing conditions.

After the exercise, the sheets are used to support feedback and debriefing, highlighting both what was executed correctly and the areas that require improvement.

The sheets should be used flexibly, depending on the nature of the activity, the specific training conditions, and the profile of the participants, while preserving the essential objectives and evaluation criteria of the exercise.

For team activities, individual observations should be complemented with aspects related to cooperation, communication, role fulfillment, and each participant's contribution to the collective task.

When persons with disabilities participate in the activity, both the implementation and evaluation methods should be adapted to individual needs and accessibility requirements, without compromising the proposed learning objectives.

The sheets should not be considered exclusively as tools for assigning a score or grade, but mainly as tools for learning, feedback, and performance improvement.

OBSERVE → EVALUATE → PROVIDE FEEDBACK → IMPROVE PERFORMANCE

Used systematically, these sheets contribute to standardizing evaluation, identifying progress, and turning practical exercises into meaningful learning experiences that develop the skills needed in crisis situations.

FUNDAMENTALS OF SURVIVAL

EXERCISE SHEET 2
TERMINOLOGY AND BASIC CONCEPTS

OBSERVATION SHEET – TERMINOLOGY AND BASIC CONCEPTS

DATE – .....
FULL NAME OF THE FUTURE PROFESSIONAL INSTRUCTOR – .....

	BEHAVIORAL DESCRIPTION	YES	PARTIAL	NO
CORRECT USE OF TERMS	Correctly uses the terms: hazard, emergency, disaster, crisis	☐	☐	☐
UNDERSTANDING DEFINITIONS	Adequately explains the meaning of basic concepts	☐	☐	☐
IDENTIFYING DIFFERENCES	Clearly distinguishes between hazard, emergency, disaster, and crisis	☐	☐	☐
CLASSIFICATION OF CRISES	Correctly categorizes examples into: natural, human, hybrid	☐	☐	☐
ACTIVE PARTICIPATION	Engages in discussions and responds to guided questions	☐	☐	☐
ARGUMENTATION	Provides relevant examples and logical explanations	☐	☐	☐
CLARITY OF EXPRESSION	Communicates ideas clearly and coherently	☐	☐	☐

CONCLUSION OBSERVER

☐ Active participation
☐ Partial understanding
☐ Needs consolidation

GENERAL OBSERVATIONS.....

EVALUATION SHEET – TERMINOLOGY AND BASIC CONCEPTS

DATE – .....
NAME and SURNAME of the PROFESSIONAL – .....

I. QUICK CHECK QUESTIONS (SHORT ANSWER)

1. Define the term *HAZARD*.
   .....
2. What is the essential difference between an emergency and a crisis?
   .....
3. Mention the three main types of crises.
   .....

II. APPLIED EXERCISE – SCENARIO ANALYSIS

SCENARIO **–** *A landslide affects a rural community, destroying several homes and requiring the evacuation of the population.*

1. Identify the type of event (hazard / emergency / disaster / crisis).
   .....
2. Classify the situation into a crisis category (natural, human, hybrid) and justify.
   .....

EVALUATION CRITERIA AND INDICATIVE SCORING

	MAXIMUM SCORE
CORRECTNESS OF DEFINITIONS	3 pts
IDENTIFICATION OF ESSENTIAL DIFFERENCES	3 pts
CORRECT CLASSIFICATION OF CRISES	2 pts
ARGUMENTATION AND JUSTIFICATION	2 pts
TOTAL	**10 pts**

OBSERVATIONS

QUALIFICATION / GRADE .....

STRENGTHS .....
.....

AREAS FOR IMPROVEMENT .....
.....

RECOMMENDATIONS .....
.....

3

EXERCISE SHEET 3
THE IMPORTANCE OF PREPAREDNESS FOR CRISIS SITUATIONS

OBSERVATION SHEET – The importance of preparedness for crisis situations

DATE – .....
NAME and SURNAME of the PROFESSIONAL– .....

	BEHAVIORAL DESCRIPTION	YES	PARTIAL	NO
Understanding the concept of preparedness	Explains the role of preparedness in preventing panic	☐	☐	☐
Differentiating reaction – panic	Identifies clear differences between controlled reaction and panic	☐	☐	☐
Time management	Recognizes time as a critical factor in crisis situations	☐	☐	☐
Mental preparedness	Highlights the importance of self-control and quick decision-making	☐	☐	☐
Technical preparation	Correctly applies demonstrated procedures and steps	☐	☐	☐
Integrated approach	Correlates mental preparation with technical preparation	☐	☐	☐
Addressing crisis types	Refers to all 5 crisis types	☐	☐	☐
Active involvement	Actively participates in discussions and case study analysis	☐	☐	☐

CONCLUSION OBSERVER

☐ Active participation
☐ Partial understanding
☐ Needs reinforcement

GENERAL OBSERVATIONS.....

EVALUATION SHEET – THE IMPORTANCE OF PREPARATION FOR CRISIS SITUATIONS

DATE – .....
FULL NAME OF THE FUTURE professional instructor **– .....**

I. QUICK CHECK QUESTIONS

1. Explain the difference between **reaction** and **panic** in the context of a crisis situation.
   .....
2. Why is time a **critical factor** in managing crisis situations?
   .....
3. What is the difference between **mental preparation** and **technical preparation**?
   .....

II. CASE STUDY – PRACTICAL APPLICATION

CASE STUDY – *An instructor is responsible for a group during an unforeseen situation that evolves rapidly. There is confusion and high time pressure.*

1. Describe the first **three actions** that professional instructors should take to prevent panic.
   .....
2. Specify what type of **preparation** (mental and/or technical) is involved in each action.
   .....
3. Indicate which types of crisis can be considered in this scenario and justify.
   .....

III. PROFESSIONAL REFLECTION

1. Why is it essential for a **professional instructor** to be prepared for all 5 types of crisis?
   .....

EVALUATION CRITERIA AND INDICATIVE SCORING

	MAXIMUM SCORE
DIFFERENTIATION REACTION – PANIC	2 pts
UNDERSTANDING THE ROLE OF TIME	2 pts
DISTINCTION MENTAL / TECHNICAL PREPARATION	2 pts
PRACTICAL APPLICATION IN THE CASE STUDY	3 pts
PROFESSIONAL ARGUMENTATION	1 pt
TOTAL	10 p

OBSERVATIONS

GRADE / MARK .....

STRENGTHS .....
.....

AREAS FOR IMPROVEMENT .....
.....

RECOMMENDATIONS .....
.....

4

EXERCISE SHEET 4
THE PSYCHOLOGY OF SURVIVAL – THE SURVIVOR MINDSET

OBSERVATION SHEET – THE PSYCHOLOGY OF SURVIVAL – THE SURVIVOR MINDSET

DATE – .....
FULL NAME OF THE FUTURE PROFESSIONAL INSTRUCTOR – .....

	BEHAVIORAL DESCRIPTION	YES	PARTIAL	NO
ROLE ASSUMPTION	Coherently assumes the assigned role (victim / survivor)	☐	☐	☐
VICTIM MINDSET	Shows passivity, avoidance, externalization of responsibility	☐	☐	☐
SURVIVOR MINDSET	Shows initiative, solution orientation, adaptability	☐	☐	☐
IMPACT OF PANIC	Reactions and decisions are visibly affected by panic	☐	☐	☐
EMOTION MANAGEMENT	Demonstrates self-control under pressure	☐	☐	☐
REACTIONS TO STRESS	Correctly identifies and displays reactions: fight / flight / freeze	☐	☐	☐
DECISION MAKING	Makes quick and context-appropriate decisions	☐	☐	☐
TEAM COLLABORATION	Interacts effectively with team members	☐	☐	☐
ANALYTICAL ABILITY	Can later explain their own reactions and behaviors	☐	☐	☐

CONCLUSION OBSERVER

☐ Active participation
☐ Partial understanding
☐ Needs reinforcement

GENERAL OBSERVATIONS.....

EVALUATION SHEET – THE PSYCHOLOGY OF SURVIVAL: THE SURVIVOR MINDSET

DATE – .....
FULL NAME OF THE FUTURE PROFESSIONAL INSTRUCTOR – .....

I. QUICK CHECK QUESTIONS

1. What is the essential difference between **victim mentality** and **survivor mentality**?
   .....
2. How does **panic** influence the decision-making process in crisis situations?
   .....
3. Briefly describe the stress reactions: **fight**, **flight**, **freeze**.
   .....

II. ANALYSIS OF THE APPLICATIVE EXERCISE – ROLE-PLAY

1. What specific behaviors did you observe in the "victims" team?
   .....
2. What specific behaviors differentiated the "survivors" team?
   .....
3. Identify a situation from the exercise in which panic influenced the decision made.
   .....
4. Which stress reaction did you predominantly manifest and why?
   .....

III. PEDAGOGICAL TRANSFER

1. How would you adapt this **role-play** to develop a survivor mentality in other trainees?
   .....

EVALUATION CRITERIA AND INDICATIVE SCORING

	MAXIMUM SCORE
DIFFERENTIATION VICTIM / SURVIVOR	2 pts
UNDERSTANDING THE EFFECTS OF PANIC	2 pts
IDENTIFYING STRESS REACTIONS	2 pts
BEHAVIORAL ANALYSIS FROM THE ROLE-PLAY	3 pts
PEDAGOGICAL TRANSFER	1 pt
TOTAL	**10 PTS**

OBSERVATIONS

QUALIFICATION / GRADE .....

STRENGTHS .....
.....

AREAS FOR IMPROVEMENT .....
.....

RECOMMENDATIONS .....
.....



EXERCISE SHEET 5
THE RULE OF 3 IN SURVIVAL

OBSERVATION SHEET – THE RULE OF 3 IN SURVIVAL

DATE – .....
FULL NAME OF THE FUTURE PROFESSIONAL INSTRUCTOR – .....

OBSERVED INDICATOR	BEHAVIORAL DESCRIPTION	YES	PARTIAL	NO
KNOWLEDGE OF THE RULE	Correctly lists the four components of the Rule of 3.	☐	☐	☐
ORDER OF PRIORITIES	Respect the correct hierarchy of survival needs.	☐	☐	☐
DECISION-MAKING REASONING	Logically justify the decisions made.	☐	☐	☐
TIME MANAGEMENT	Make quick decisions based on time constraints.	☐	☐	☐
USE OF VISUAL SUPPORT	Correctly interpret the visual elements of the exercise.	☐	☐	☐
AVOIDING CRITICAL ERRORS	Does not prioritize secondary resources over vital ones.	☐	☐	☐
ADAPTABILITY	Adjusts priorities according to the presented context.	☐	☐	☐
PEDAGOGICAL EXPLANATION	Can explain the rule in a way that other trainees understand.	☐	☐	☐

CONCLUSION OBSERVER

☐ Active participation
☐ Partial understanding
☐ Needs reinforcement

GENERAL OBSERVATIONS.....

EVALUATION SHEET – *THE RULE OF 3 IN SURVIVAL*

DATE – .....
FULL NAME OF THE FUTURE PROFESSIONAL INSTRUCTOR – .....

I. QUICK CHECK QUESTIONS

1. List the four components of the ***RULE OF 3*** in survival.
   .....
2. Why is **air** the absolute priority in survival situations?
   .....
3. Why is **food** the last priority, even though it is essential in the long term?
   .....

II. GUIDED DECISION-MAKING EXERCISE – PRACTICAL APPLICATION

SIMULATED VISUAL SCENARIO – *You are in a hostile environment with limited resources and unfavorable weather conditions*

1. Order the following priorities according to the Rule of 3:

   ☐ Air ☐ Water ☐ Shelter ☐ Food

2. Justify the first two decisions made.
   .....
3. Identify a common prioritization mistake and explain why it is dangerous.
   .....

III. PEDAGOGICAL TRANSFER

1. How would you use the **visual approach** to teach the Rule of 3 to a group of inexperienced trainees?
   .....

EVALUATION CRITERIA AND INDICATIVE SCORING

	Maximum score
KNOWLEDGE OF THE RULE OF 3	3 pts
CORRECT ESTABLISHMENT OF PRIORITIES	3 pts
DECISION-MAKING REASONING	2 pts
IDENTIFICATION OF CRITICAL ERRORS	1 p
PEDAGOGICAL TRANSFER	1 p
TOTAL	**10 p**

OBSERVATIONS

QUALIFICATION / GRADE .....

STRENGTHS .....
.....

AREAS FOR IMPROVEMENT .....
.....

RECOMMENDATIONS .....
.....

OBSERVATION SHEET – THE ROLE OF THE LEADER IN CRISIS SITUATIONS

DATE – .....
FULL NAME OF THE FUTURE PROFESSIONAL INSTRUCTOR – .....

	BEHAVIORAL DESCRIPTION	YES	PARTIAL	NO
Assuming the leadership role	Takes responsibility for coordinating the group	☐	☐	☐
Clarity of communication	Conveys clear, concise, and firm messages	☐	☐	☐
Emotional control	Maintains calm and reduces panic in the group	☐	☐	☐
Decision-making under pressure	Makes quick and context-appropriate decisions	☐	☐	☐
Reasoning behind decisions	Logically explains the decisions made	☐	☐	☐
Resource prioritization	Efficiently allocates available resources	☐	☐	☐
Decision adaptability	Adjusts decisions based on the situation's evolution	☐	☐	☐
Team involvement	Leverages the skills of group members	☐	☐	☐
Post-action reflection	Critically analyzes their own leadership behavior	☐	☐	☐

CONCLUSION OBSERVER

☐ Active participation
☐ Partial understanding
☐ Needs reinforcement

GENERAL REMARKS.....

EVALUATION FORM – THE LEADER'S ROLE IN CRISIS SITUATIONS

DATE – .....
FULL NAME OF THE FUTURE PROFESSIONAL – .....

I. RAPID VERIFICATION QUESTIONS

1. What is the main role of the **leader** in a crisis situation?
   .....
2. Why is **clear communication** essential in a crisis context?
   .....
3. What does **effective resource management** mean in crisis situations?
   .....

II. DECISION-MAKING SIMULATION – APPLIED ANALYSIS

1. Mention **two key decisions** made during the simulation and justify them.
   .....
2. Describe how you communicated these decisions to the team.
   .....
3. What resources did you have available and how did you prioritize them?
   .....
4. Identify a moment of maximum pressure and explain how you reacted.
   .....

III. PROFESSIONAL REFLECTION

1. What would you do differently in a similar situation to improve your leadership performance?
   .....
2. How would you structure a similar exercise to develop **leadership in crisis situations** in your trainees?
   .....

EVALUATION CRITERIA AND INDICATIVE SCORING

	Maximum score
UNDERSTANDING THE LEADER'S ROLE	2 pts
QUALITY OF COMMUNICATION	2 pts
DECISION-MAKING UNDER PRESSURE	2 pts
RESOURCE MANAGEMENT	2 pts
ANALYSIS AND REFLECTION	2 pts
TOTAL	**10 pts**

REMARKS

QUALIFICATION / GRADE .....

STRENGTHS .....
.....

AREAS FOR IMPROVEMENT .....
.....

RECOMMENDATIONS .....
.....

7

EXERCISE FORM 7
LOGISTICS AND EQUIPMENT SURVIVAL KIT

OBSERVATION FORM – LOGISTICS AND SURVIVAL KIT

DATE – .....
FULL NAME OF THE FUTURE PROFESSIONAL INSTRUCTOR – .....

OBSERVER INDICATOR	BEHAVIORAL DESCRIPTION	YES	PARTIAL	NO
KNOWLEDGE OF THE 72H KIT	Correctly lists the basic components of the kit	☐	☐	☐
PRIORITIZATION REASONING	Logically explains why certain materials are prioritized	☐	☐	☐
CORRELATION WITH THE RULE OF 3	Links the kit contents to survival principles	☐	☐	☐
URBAN / MOUNTAIN DIFFERENTIATION	Clearly highlights the differences between specific kits	☐	☐	☐
IDENTIFICATION OF CRITICAL EQUIPMENT	Recognizes and explains the role of essential equipment	☐	☐	☐
PRACTICAL DEMONSTRATION	Presents the kit contents coherently and in a structured manner	☐	☐	☐
PEDAGOGICAL CLARITY	Explains the logistical reasoning in a way trainees can understand	☐	☐	☐
ADAPTABILITY	Adjusts the kit according to the presented scenario	☐	☐	☐

CONCLUSION OBSERVER

☐ Active participation
☐ Partial understanding
☐ Needs reinforcement

GENERAL OBSERVATIONS.....

EVALUATION SHEET – LOGISTICS AND SURVIVAL KIT

DATE – .....
NAME and SURNAME OF THE FUTURE PROFESSIONAL INSTRUCTOR – .....

I. QUICK VERIFICATION QUESTIONS

1. What is a 72-hour survival kit and what is its purpose?
   .....
2. Mention three essential differences between an urban and a mountain survival kit.
   .....
3. What does essential critical equipment mean and provide two examples.
   .....

II. APPLIED EXERCISE – DEMONSTRATION AND JUSTIFICATION

1. Select five essential items for a 72h survival kit and justify each choice.
   .....
2. Indicate one item that is not a priority and explain why it can be postponed or eliminated.
   .....
3. How would you adapt the kit for an urban scenario and for a mountain one?
   .....

III. PEDAGOGICAL TRANSFER

1. How would you structure a practical demonstration to explain to trainees the reasoning behind prioritizing materials in the survival kit?
   .....

EVALUATION CRITERIA AND INDICATIVE SCORING

	Maximum score
UNDERSTANDING OF THE 72H KIT	**3 pts**
PRIORITIZATION REASONING	**3 p**
URBAN / MOUNTAIN DIFFERENTIATION	**2 p**
IDENTIFICATION OF CRITICAL EQUIPMENT	**1 p**
PEDAGOGICAL TRANSFER	**1 p**
TOTAL	**10 p**

OBSERVATIONS

QUALIFICATION / GRADE .....

STRENGTHS .....
.....

AREAS FOR IMPROVEMENT .....
.....

RECOMMENDATIONS .....
.....

WORKSHEET FOR EXERCISE 8
ESSENTIAL SURVIVAL SKILLS
GROUP WORK, GUIDED DEMONSTRATION AND APPLIED, DECISION-MAKING EXERCISES

OBSERVATION SHEET – ESSENTIAL SURVIVAL SKILLS

DATE – .....

NAME AND SURNAME OF THE FUTURE PROFESSIONAL INSTRUCTOR – .....

SKILL	OBSERVED INDICATOR	YES	PARTIAL	NO
SHELTER	Correctly applies protection principles (wind, cold, rain)	☐	☐	☐
WATER	Identifies safe methods for finding and purifying	☐	☐	☐
FIRE	Correctly uses ignition techniques and tinder	☐	☐	☐
FOOD	Recognizes safe sources and associated risks	☐	☐	☐
ORIENTATION	Uses orientation elements (compass, sun, map)	☐	☐	☐
FIRST AID	Correctly applies the ABCs of life	☐	☐	☐
FIRST AID	Correctly uses the tourniquet and immobilization techniques	☐	☐	☐
TEAMWORK	Collaborates effectively within rotations	☐	☐	☐
PEDAGOGICAL EXPLANATION	Can clearly explain and demonstrate each skill	☐	☐	☐
SAFETY	Follows safety rules in practical exercises	☐	☐	☐

CONCLUSION OBSERVER

☐ Active participation
☐ Partial understanding
☐ Requires consolidation

GENERAL OBSERVATIONS.....

EVALUATION SHEET – ESSENTIAL SURVIVAL SKILLS

DATE – .....
FULL NAME OF THE FUTURE PROFESSIONAL INSTRUCTOR – .....

I. QUICK CHECK QUESTIONS

1. What are the **three essential principles** in building an emergency shelter?
   .....
2. Mention **two methods** of water purification and the risks of unpurified water.
   .....
3. What role does the **tinder material** play in starting a fire?
   .....

II. APPLIED EXERCISE – PRACTICAL ASSESSMENT

1. Describe the basic steps for:
   a) Aprinderea unui foc în siguranță
   b) Orientarea folosind soarele
   .....
2. Indicate a safe food source and a major risk associated with consuming unsafe food.
   .....
3. Briefly present the ABC of life and the role of each stage.
   .....

III. PEDAGOGICAL TRANSFER

1. How would you organize a rotation learning activity to teach these skills to a group of beginner trainees?
   .....
2. Which skill do you consider the most difficult to teach and why?
   .....

EVALUATION CRITERIA AND INDICATIVE SCORING

	MAXIMUM SCORE
SHELTER AND FIRE	2 pts
WATER AND FOOD	2 pts
ORIENTATION	2 pts
FIRST AID	2 pts
PRACTICAL APPLICATION	1 pt
PEDAGOGICAL TRANSFER	1 pt
TOTAL	**10 PTS**

OBSERVATIONS

QUALIFICATION / GRADE .....
STRENGTHS .....
AREAS FOR IMPROVEMENT .....
RECOMMENDATIONS .....
.....

9

EXERCISE SHEET 9. – ESSENTIAL SURVIVAL SKILLS
INTEGRATED SIMULATION

OBSERVATION SHEET – INTEGRATING SKILLS INTO A COMPLEX SCENARIO

DATE – .....
NAME and SURNAME of the PROFESSIONAL – .....

	OBSERVED INDICATOR	YES	PARTIAL	NO
SITUATION ANALYSIS	Quickly understands the context and risks	☐	☐	☐
PRIORITIZE	Correctly applies the Rule of 3	☐	☐	☐
LEADERSHIP	There is clear team coordination	☐	☐	☐
COMMUNICATION	Communication is clear and functional	☐	☐	☐
SHELTER	Applies protection principles	☐	☐	☐
WATER / FOOD	Identifies safe solutions	☐	☐	☐
FIRE	Applies appropriate and safe techniques	☐	☐	☐
ORIENTATION	Correctly uses orientation methods	☐	☐	☐
FIRST AID	Correctly applies the ABC of life	☐	☐	☐
TEAMWORK	Collaboration and efficient distribution of roles	☐	☐	☐
ADAPTABILITY	Adjusts the plan according to the evolution of the situation	☐	☐	☐
REFLECTION	Critically analyzes the decisions made	☐	☐	☐

CONCLUSION OBSERVER

☐ Active participation ☐ Partial understanding ☐ Needs consolidation

GENERAL OBSERVATIONS.....

EVALUATION SHEET – INTEGRATION OF SKILLS IN A COMPLEX SCENARIO

DATE – .....
NAME and SURNAME of the PROFESSIONAL– .....

I. SCENARIO ANALYSIS

1. What were the first three priorities identified in the scenario and why?
   .....
2. What principles from the Rule of 3 were applied?
   .....

II. DECISION AND ACTION

1. Mention two critical decisions made during the simulation.
   .....
2. What resources were limited and how were they managed?
   .....
3. Identify a situation where adaptation of the initial plan was necessary.
   .....

III. TEAMWORK AND LEADERSHIP

1. How was the leader role distributed and what impact did it have on the team?
   .....
2. What communication element contributed most to the team's efficiency?
   .....

IV. PROFESSIONAL REFLECTION

1. Which competency do you think requires further consolidation?
   .....
2. How would you adapt this scenario for a group of inexperienced trainees?
   .....

EVALUATION CRITERIA AND INDICATIVE SCORING

	MAXIMUM SCORE
SITUATION ANALYSIS AND PRIORITIZATION	2 pts
APPLYING SURVIVAL SKILLS	3 pts
DECISION-MAKING AND ADAPTABILITY	2 pts
TEAMWORK AND LEADERSHIP	2 pts
REFLECTION AND PEDAGOGICAL TRANSFER	1 pt
TOTAL	**10 pts**

OBSERVATIONS

RATING / GRADE .....

STRENGTHS .....
.....

AREAS FOR IMPROVEMENT .....
.....

RECOMMENDATIONS .....
.....

MODULE 1

WORKSHEET 1 – INTEGRATED PRACTICAL EXERCISE
INITIAL MANAGEMENT OF A ROAD ACCIDENT
PREVENTION – SECURING – ASSESSMENT AND TRIAGE – FIRST AID – COORDINATION AND COMMUNICATION

OBSERVATION SHEET

LAST NAME AND FIRST NAME: _____
DATA: _____
ROL ÎN EXERCIȚIU: _____

COMPETENCE	OBSERVED ELEMENT	CORRECT	PARTIAL	INCORRECT
C1 – PREVENTION	– Identifies risk factors	☐	☐	☐
	– Formulates appropriate preventive measures	☐	☐	☐
	– Formulates a clear educational message	☐	☐	☐
C2 – SECURING	– Applies self-protection	☐	☐	☐
	– Identifies immediate hazards	☐	☐	☐
	– Secures/marks the area	☐	☐	☐
	– Prevents secondary risks	☐	☐	☐
C3 – ASSESSMENT/TRIAGE	– Checks level of consciousness	☐	☐	☐
	– Assesses breathing	☐	☐	☐
	– Identify major hemorrhages	☐	☐	☐
	– Correctly establish priorities	☐	☐	☐
C4 – FIRST AID	– Apply self-protection	☐	☐	☐
	– Control the hemorrhage	☐	☐	☐
	– Apply the measure appropriate to the victim's condition	☐	☐	☐
	– Prevent hypothermia/worsening of injuries	☐	☐	☐
C5 – COORDINATION	– Take over and maintain coordination	☐	☐	☐
	– Assign clear tasks	☐	☐	☐
	– Transmit essential information to 112	☐	☐	☐
	– Provide appropriate verbal support	☐	☐	☐

Strengths:

.....
.....

Aspects requiring improvement:

.....
.....

Decision/action that most influenced the exercise outcome:

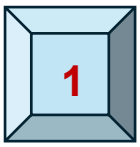
.....

EVALUATION GRID

COMPETENCE	PERFORMANCE CRITERION	ACHIEVED	NOT ACHIEVED
C1 – Prevention	Minimum 5 preventive measures identified/explained	□	□
C2 – Securing	Minimum 80% correct steps, without critical error	□	□
C3 – Assessment and triage	Assessment ≤60 sec./victim and correct prioritization	□	□
C4 – First aid	Minimum 3 correctly applied techniques/measures, without critical error	□	□
C5 – Coordination/communication	Minimum 5 essential pieces of information + structured communication	□	□

FINAL RESULT

□ Passed
□ Requires consolidation of certain competences
□ Requires retraining and reassessment



EXERCISE SHEET FOR AVIATION ACCIDENT MANAGEMENT
SIMULATION, PRACTICAL EXERCISES AND ROLE-PLAY

OBSERVATION – EVALUATION SHEET
Establishing the safe perimeter in an aviation accident

LAST NAME_____ **FIRST NAME**_____
ROLE PLAYED _____
DATE _____

EVALUATION CRITERION	ACHIEVED	PARTIALLY	NOT ACHIEVED
Quickly identifies the main risk zone (wreck, fire, fuel, smoke).	✓	☐	☐
Correctly establishes the 10 m zone as the immediate danger perimeter.	✓	☐	☐
Establishes the 20 m zone as the buffer zone.	✓	☐	☐
Marks out the 50 m zone as the safe outer perimeter.	☐	✓	☐
Uses **visual means** to mark the perimeter (markers, tape, improvised objects).	✓	☐	☐
Takes into account **environmental factors** (wind, terrain, visibility).	☐	☐	✓
Maintains distance from obvious hazards (fuel, smoke, debris).	✓	☐	☐
Clearly communicates the perimeter limits to the other participants.	☐	✓	☐
Avoids **unnecessary exposure** of oneself.	☐	✓	☐
Follows the **logical sequence of actions** (assessment → delimitation → maintenance).	✓	☐	☐

OVERALL ASSESSMENT OF TASK PERFORMANCE

☐ Performed correctly and completely
✓ Performed partially correctly
☐ Needs correction / repetition

OBSERVED STRENGTHS

.....

AREAS FOR IMPROVEMENT

Unnecessary exposure of oneself to risk.....
Clearer and more structured communication.....
Environmental factors – marking visibility .....

TASK 2 – NOTIFYING AUTHORITIES ABOUT THE AVIATION ACCIDENT.

THE TRAINEES used and informed the authorities by phone call, for the efficient mobilisation of resources, using the **rapid notification structure:**

1. Exact location of the incident – GPS coordinates and clear visual landmarks.
2. Aircraft type and number – light aircraft, 4 - 6 seats.
3. Number of casualties and their condition – conscious, unconscious, burns, haemorrhage.
4. Present hazards – fire, fuel, metal debris, smoke.
5. Special requirements – ambulance, fire brigade, police, rescue equipment.
6. Access coordinates and any restrictions – blocked roads, rough terrain.

THE INSTRUCTORS – used the following observation and evaluation sheet:

OBSERVATION SHEET – EVALUATION
NOTIFYING AUTHORITIES ABOUT THE AVIATION ACCIDENT

LAST NAME_____ **FIRST NAME**_____
DATE _____

EVALUATION CRITERION	ACHIEVED	PARTIALLY	NOT COMPLETED
Initiate reporting **without unjustified delay**	✓	☐	☐
Communicate **the exact location of the incident** – GPS and clear landmarks	☐	✓	☐
Specify **the aircraft type** and the nature of the accident	✓	☐	☐
Correctly estimate **the number of casualties**	✓	☐	☐
Describe **the condition of the casualties** – conscious, unconscious, critical	☐	✓	☐
Identify and communicate **existing hazards** – fire, fuel, smoke	✓	☐	☐
Specify **required resources** – ambulance, fire brigade, police, equipment	✓	☐	☐
Provide information on **access to the incident site**	✓	☐	☐
Maintain **clear, concise and coherent** speech	☐	✓	☐
Stay calm and maintain control of communication	✓	☐	☐
Respond appropriately to questions from authorities	✓	☐	☐
Confirm understanding of the transmitted message	✓	☐	☐

OVERALL ASSESSMENT OF TASK COMPLETION

✓ Complete and correctly structured reporting
☐ Partially complete reporting / requires improvement
☐ Incomplete / unstructured reporting

IDENTIFIED STRENGTHS:

*information was transmitted in **order of priorities***.....
.....

AREAS REQUIRING IMPROVEMENT:

mai multă claritate și mai structurată, fără detalii inutile.....
.....

- **Observation-evaluation forms are consolidated and a debriefing session is organized** to analyze decisions, the rationale behind each action and lessons learned.
  - Forms for Task 1 and Task 2 are collected from all evaluators.
  - Check full completion – criteria, observations, feedback.
  - A summary quantitative analysis of criteria is performed
    - frequently met;
    - frequently partially met;
    - frequently not met.
  - Extract:
    - repeated correct decisions;
    - common errors;
    - gaps in understanding.
  - Complete the **CONSOLIDATED FORM – PRACTICAL EXERCISE EVALUATION / criterion – frequency – observations.**

CONSOLIDATED FORM

I. TASK 1 – DELIMITATION OF THE SAFE PERIMETER

DEGREE OF ACHIEVEMENT *(overall assessment)*

- ☐ Most participants – correct
- ☐ Mixed performance
- ☐ Insufficient level – requires repetition

ELEMENTS CORRECTLY ACHIEVED *(check as applicable)*

- ☐ Rapid identification of the main risk area
- ☐ Correct delimitation of the 10 m zone
- ☐ Establishing the buffer zone (20 m)
- ☐ Establishing the outer perimeter (50 m)
- ☐ Use of visual marking means
- ☐ Considering environmental factors (wind, terrain)

DIFFICULTIES / FREQUENTLY OBSERVED ERRORS

.....

OBSERVATIONS FOR DEBRIEFING

.....

II. TASK 2 – NOTIFICATION OF AUTHORITIES

DEGREE OF ACHIEVEMENT *(overall assessment)*

- ☐ Clear and structured reporting
- ☐ Partially complete reporting
- ☐ Poor reporting

INFORMATION CORRECTLY COMMUNICATED ***(tick all that apply)***

- ☐ Exact location of the incident
- ☐ Aircraft type and nature of the accident
- ☐ Estimated number of casualties
- ☐ Condition of the casualties
- ☐ Identified hazards
- ☐ Resources requested
- ☐ Access information

FREQUENT COMMUNICATION PROBLEMS

- ☐ Unclear order of information
- ☐ Important omissions
- ☐ Message too long / unstructured
- ☐ Difficulty staying calm

OBSERVATIONS FOR DEBRIEFING

General strengths observed

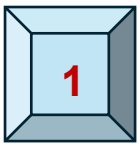
.....

Aspects requiring improvement

.....

.....

Lessons identified – summary for the group.....



EXERCISE SHEET – MANAGEMENT OF RAILWAY / METRO ACCIDENTS
APPLIED TRAINING SESSION – CASE STUDY, DECISION-MAKING SIMULATIONS UNDER STRESS, EXERCISE "What would you do if...?", ANALYSIS OF FREQUENT MISTAKES

OBSERVATION SHEET
MANAGEMENT OF RAILWAY / METRO ACCIDENTS

FUTURE PROFESSIONAL INSTRUCTOR OBSERVED: _____
DATA: _____

CRITERION	OBSERVATIONS	ASSESSMENT (1–5)
CLARITY OF MESSAGES		
APPLICATION OF CORRECT PROCEDURES		
MANAGEMENT OF TRAINEES' EMOTIONS		
CORRECTING MYTHS AND MISTAKES		
USING EXAMPLES AND SCENARIOS		
ACTIVE LEARNER ENGAGEMENT		

GENERAL REMARKS

.....

EVALUATION SHEET FOR FUTURE PROFESSIONAL INSTRUCTORS
MANAGING RAILWAY / METRO ACCIDENTS

FUTURE PROFESSIONAL INSTRUCTOR EVALUATED: _____
DATA: _____

COMPETENCY	EVALUATION INDICATORS	REMARKS
EXPLAINS CORRECT PROCEDURES	Identifies safe actions and frequent mistakes.	
MANAGES SIMULATIONS UNDER STRESS	Demonstrates calm, order, prioritization.	
CORRECTS MYTHS AND MISTAKES	Argues safe and procedural solutions.	
FACILITATES INTERACTIVE DISCUSSIONS	Engages learners, encourages correct answers.	
BEHAVIORAL ROLE MODEL	Demonstrates a calm and disciplined attitude.	

FINAL RESULT

Total score: _____ / _____
Level achieved:

- ☐ **Non-compliant**
- ☐ **Acceptable**
- ☐ **Competent**
- ☐ **Highly competent (able to train other instructors)**

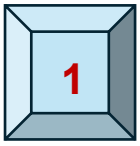
RECOMMENDATIONS FOR DEVELOPMENT

Strengths:

.....
.....

Areas for improvement:

.....
.....



EXERCISE SHEET – MANAGING AND SURVIVING THE SITUATION OF AN ACCIDENT OCCURRING IN AN AQUATIC ENVIRONMENT
APPLIED TRAINING SESSION – CASE STUDY, ROLE PLAY, GUIDED DISCUSSION

OBSERVATION SHEET
APPLIED TRAINING SESSION
MANAGING AND SURVIVING THE SITUATION OF AN ACCIDENT OCCURRING IN AN AQUATIC ENVIRONMENT

NAME AND SURNAME OF THE OBSERVED PROFESSIONAL INSTRUCTOR: _____
SCENARIU / EXERCIȚIU: _____
DATA: _____

OBSERVATION OF OPERATIONAL BEHAVIORS

	YES	PARTIALLY	NO	QUALITATIVE OBSERVATIONS
QUICKLY IDENTIFY DOMINANT RISKS	☐	☐	☐	
CORRECTLY PRIORITIZE LIFE SAFETY	☐	☐	☐	
APPLY BUOYANCY MEASURES (STANDARD / IMPROVISED)	☐	☐	☐	
AVOID UNNECESSARY SWIMMING IN COLD WATER	☐	☐	☐	
CONSERVE ENERGY AND LIMIT MOVEMENTS	☐	☐	☐	
RECOGNIZE SIGNS OF PANIC	☐	☐	☐	
INTERVENE APPROPRIATELY TO CALM	☐	☐	☐	

OBSERVE COMMUNICATION AND LEADERSHIP

	YES	PARTIAL	NO	OBSERVATIONS
TAKE INITIATIVE IN CRITICAL SITUATIONS	☐	☐	☐	
COMMUNICATION IS CLEAR, FIRM, SHORT	☐	☐	☐	
STAY CALM UNDER STRESS	☐	☐	☐	
EFFECTIVELY COMBAT PHYSICAL OVERESTIMATION	☐	☐	☐	
SUPPORT DECISION WITH RATIONAL ARGUMENTS	☐	☐	☐	
MAINTAIN GROUP COHESION	☐	☐	☐	

CONCLUSION OBSERVER

☐ Active participation
☐ Partial understanding
☐ Needs consolidation

GENERAL OBSERVATIONS

.....
.....

EVALUATION SHEET
APPLIED TRAINING SESSION
MANAGEMENT AND SURVIVAL IN THE EVENT OF AN ACCIDENT IN THE AQUATIC ENVIRONMENT

The evaluation measures the ability to make safe decisions and explain them to others, not just correct execution.

LAST NAME AND FIRST NAME _____

SCENARII EVALUATE – ☐ 1 ☐ 2 ☐ 3

OPERATIONAL COMPETENCIES (0–3 points / criterion)

	0	1	2	3
IDENTIFICATION OF AQUATIC RISKS	☐	☐	☐	☐
MANAGEMENT OF THERMAL SHOCK	☐	☐	☐	☐
USE OF IMPROVISED BUOYANCY	☐	☐	☐	☐
ENERGY CONSERVATION	☐	☐	☐	☐
PREVENTION AND MANAGEMENT OF PANIC	☐	☐	☐	☐

LEGEND:
0 – incorect / periculos
1 – parțial corect
2 – corect, cu ezitări
3 – corect, sigur, fluent

DECISIONAL AND LEADERSHIP COMPETENCIES (0–3 points / criterion)

	0	1	2	3
PRIORITIZING LIFE	☐	☐	☐	☐
COMBATING RISKY DECISIONS	☐	☐	☐	☐
LOGICAL ARGUMENTATION	☐	☐	☐	☐
DECISIONAL LEADERSHIP	☐	☐	☐	☐
COMMUNICATION UNDER STRESS	☐	☐	☐	☐

PEDAGOGICAL COMPETENCIES

	YES	PARTIAL	NO
CLEARLY EXPLAIN THE REASONING BEHIND DECISIONS	☐	☐	☐
CAN TRANSFER COMPETENCE TO OTHERS	☐	☐	☐
USES LANGUAGE ADAPTED TO LEARNERS	☐	☐	☐

FINAL RESULT

Total score: _____ / _____

Level achieved:

- ☐ **Non-compliant**
- ☐ **Acceptable**
- ☐ **Competent**
- ☐ **Highly competent (able to train other instructors)**

RECOMMENDATIONS FOR DEVELOPMENT

Strengths:

.....
.....
.....

Areas for improvement:

.....
.....
.....

OBSERVATION SHEET
INDUSTRIAL ACCIDENT MANAGEMENT
CASE STUDY + PRACTICAL EXERCISE + GUIDED DISCUSSION

FULL NAME OF THE FUTURE PROFESSIONAL INSTRUCTOR .....
DATE: .....

SITUATION ANALYSIS – CASE STUDY

	YES	PARTIAL	NO
CORRECTLY IDENTIFIES THE INCIDENT AS AN INDUSTRIAL ACCIDENT	☐	☐	☐
CLEARLY DISTINGUISHES CAUSE FROM EFFECT	☐	☐	☐
RECOGNIZES THE EXISTENCE OF SECONDARY HAZARDS	☐	☐	☐
CONSIDERS LACK OF INFORMATION AS A RISK	☐	☐	☐

DECISION MAKING

	YES	PARTIAL	NO	OBSERVATIONS
PRIORITIZES STAFF SAFETY	☐	☐	☐	
ESTABLISHES CORRECT PERIMETERS	☐	☐	☐	
AVOIDS PREMATURE INTERVENTIONS	☐	☐	☐	
REQUESTS CRITICAL INFORMATION – SUBSTANCE, WEATHER	☐	☐	☐	

USE OF PROFESSIONAL LANGUAGE

	YES	PARTIAL	NO	OBSERVATIONS
USES CORRECT TERMINOLOGY	☐	☐	☐	
AVOIDS AMBIGUOUS OR INAPPROPRIATE PHRASING	☐	☐	☐	
CORRECTS OTHERS' INCORRECT LANGUAGE	☐	☐	☐	

INSTRUCTOR SKILLS

	YES	PARTIAL	NO	OBSERVATIONS
EXPLAIN LOGICALLY AND STRUCTURED	☐	☐	☐	
ASK RELEVANT QUESTIONS	☐	☐	☐	
CORRECT MISCONCEPTIONS	☐	☐	☐	
MAINTAIN FOCUS ON SAFETY	☐	☐	☐	

GENERAL OBSERVATIONS

.....
.....

EVALUATION FORM
INDUSTRIAL ACCIDENT MANAGEMENT

LAST NAME AND FIRST NAME: .....
EVALUATION DATE: .....

Evaluation criteria (scale 1–4)
1 = INSUFFICIENT / 2 = ACCEPTABLE / 3 = GOOD / 4 = VERY GOOD

SPECIALIZED KNOWLEDGE

	1	2	3	4
CORRECTLY IDENTIFIES TYPES OF INDUSTRIAL ACCIDENTS	☐	☐	☐	☐
EXPLAINS CAUSES, CHARACTERISTICS AND EFFECTS	☐	☐	☐	☐
UNDERSTANDS RISKS ASSOCIATED WITH HAZARDOUS SUBSTANCES	☐	☐	☐	☐

PRACTICAL APPLICATION

	1	2	3	4
CORRECTLY ANALYZES THE CASE STUDY	☐	☐	☐	☐
PROPOSES SAFE AND JUSTIFIED DECISIONS	☐	☐	☐	☐
ESTABLISHES APPROPRIATE PERIMETERS	☐	☐	☐	☐

INSTRUCTOR COMPETENCIES

	1	2	3	4
CLARITY OF EXPLANATIONS	☐	☐	☐	☐
ABILITY TO CORRECT ERRORS	☐	☐	☐	☐
ADAPTING THE MESSAGE TO TRAINEES	☐	☐	☐	☐

ATTITUDE AND RESPONSIBILITY

	1	2	3	4
PRIORITIZES SAFETY	☐	☐	☐	☐
FOLLOWS PREVENTION PRINCIPLES	☐	☐	☐	☐
DEMONSTRATES CRITICAL THINKING	☐	☐	☐	☐

RESULT

☐ Competence developed
☐ Competence in development
☐ Requires repeating the exercise

RECOMMENDATIONS FOR DEVELOPMENT
Strengths:

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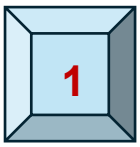
.....
.....

Areas for improvement:

.....
.....



APPLIED TRAINING FORM –
SURVIVAL IN CONDITIONS OF EXTENDED POWER OUTAGES
CASE STUDY, ROLE PLAY, MENTAL SIMULATION

OBSERVATION FORM - APPLIED TRAINING
SURVIVAL IN CONDITIONS OF EXTENDED POWER OUTAGES
CASE STUDY, ROLE PLAY, MENTAL SIMULATION

FULL NAME OF THE FUTURE INSTRUCTOR .....
DATE: .....

	INDICATORS	YES	PARTIAL	NO	OBSERVATIONS
UNDERSTANDING OF THE SITUATION	– Correctly identifies the problem	☐	☐	☐	
	– Distinguishes between short and extended power outage	☐	☐	☐	
RISK ANALYSIS	– Recognizes major risks	☐	☐	☐	
	– Avoids dangerous solutions	☐	☐	☐	
DECISION MAKING	– Does not act impulsively	☐	☐	☐	
	– Prioritizes correctly	☐	☐	☐	
USE OF RESOURCES	– Checks before consumption	☐	☐	☐	
	– Rations	☐	☐	☐	
COMMUNICATION	– Clear expression	☐	☐	☐	
	– Active listening	☐	☐	☐	
COOPERATION	– Group involvement	☐	☐	☐	
	– Support for vulnerable people	☐	☐	☐	
ATTITUDE	– Calm	☐	☐	☐	
	– Responsibility	☐	☐	☐	

OBSERVER CONCLUSION

☐ Active participation
☐ Partial understanding
☐ Needs reinforcement

GENERAL OBSERVATIONS

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.....

EVALUATION SHEET
SURVIVAL IN CONDITIONS OF EXTENDED POWER OUTAGES
CASE STUDY, ROLE PLAY, MENTAL SIMULATION

NAME AND SURNAME: .....
EVALUATION DATE: .....

	INSUFFICIENT	PARTIAL	ADEQUATE	VERY GOOD
IDENTIFIES MAJOR RISKS	☐	☐	☐	☐
PRIORITIZE RESOURCES	☐	☐	☐	☐
PROPOSE SAFE SOLUTIONS	☐	☐	☐	☐
AVOID DANGEROUS IMPROVISATIONS	☐	☐	☐	☐
UNDERSTAND SYSTEMIC IMPACT	☐	☐	☐	☐
INTEGRATE COMMUNITY COOPERATION	☐	☐	☐	☐
COMMUNICATE CLEARLY AND COHERENTLY	☐	☐	☐	☐

RESULT

☐ Competence developed
☐ Competence in development
☐ Requires repeating the exercise

RECOMMENDATIONS FOR DEVELOPMENT

Strengths:

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Areas for improvement:

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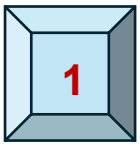

APPLIED TRAINING SHEET –
SURVIVAL IN CRISIS SITUATIONS CAUSED BY ANIMAL ATTACKS
PREZENTARE GHIDATĂ, EXERCIȚIU PRACTIC APLICATIV, JOC DE ROL,
GUIDED DEBATE AND CASE STUDY

OBSERVATION SHEET – APPLIED TRAINING SESSION
SURVIVAL IN CRISIS SITUATIONS CAUSED BY ANIMAL ATTACKS

DATE _____
FUTURE INSTRUCTOR'S LAST NAME AND FIRST NAME _____
SIMULATED SCENARIO _____

ORGANIZATION AND ROLES

	YES	PARTIAL	NO
ROLES WERE CLEARLY ASSUMED	☐	☐	☐
RESPONSIBILITIES WERE RESPECTED	☐	☐	☐
TEAM COORDINATION WAS EFFECTIVE	☐	☐	☐

RISK ASSESSMENT

	YES	PARTIAL	NO
CORRECT IDENTIFICATION OF RISK FACTORS	☐	☐	☐
APPLICATION OF THE PROBABILITY × IMPACT GRID	☐	☐	☐
ESTABLISHING THE RISK LEVEL	☐	☐	☐

DECISION MAKING

	YES	PARTIAL	NO
DECISIONS WERE MADE IN A TIMELY MANNER	☐	☐	☐
DECISIONS WERE PROPORTIONATE TO THE RISK	☐	☐	☐
ALTERNATIVES WERE ANALYZED	☐	☐	☐

COMMUNICATION

	YES	PARTIAL	NO
MESSAGES WERE CLEAR AND CONCISE	☐	☐	☐
INTERINSTITUTIONAL COMMUNICATION	☐	☐	☐
COMMUNICATION WITH THE PUBLIC	☐	☐	☐

CONCLUSION OBSERVER

☐ Active participation
☐ Partial understanding
☐ Needs consolidation

GENERAL OBSERVATIONS

.....
.....

EVALUATION SHEET – APPLIED TRAINING SESSION

FULL NAME OF THE FUTURE INSTRUCTOR: _____
DATA: _____

Evaluation scale

1 – Insufficient (uncontrolled risk, wrong decisions)
2 – Acceptable (minimal safety, partially justified decisions)
3 – Good (controlled risk, correct decisions)
4 – Very good (mature judgment, clear didactic transfer)

	1	2	3	4
UNDERSTANDING THE CRISIS SITUATION	☐	☐	☐	☐
RISK ASSESSMENT	☐	☐	☐	☐
DECISION MAKING	☐	☐	☐	☐
APPLICATION OF PROTOCOLS	☐	☐	☐	☐
COMMUNICATION IN CRISIS	☐	☐	☐	☐
TEAMWORK	☐	☐	☐	☐

PROFESSIONAL INSTRUCTOR CAPACITY

	YES	PARTIAL	NO
CLEARLY EXPLAINS CONCEPTS	☐	☐	☐
GUIDES EXERCISES	☐	☐	☐
CORRECTS CONSTRUCTIVELY	☐	☐	☐
MAINTAINS GROUP CONTROL	☐	☐	☐

RESULT

☐ Competence formed
☐ Competence in training
☐ Needs to repeat the exercise

RECOMMENDATIONS FOR DEVELOPMENT

Strengths:

.....
.....
.....

Areas for improvement:

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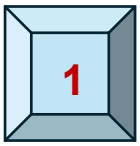


APPLIED TRAINING SHEET –
SURVIVAL IN CRISIS SITUATIONS IN MOUNTAIN AND URBAN ENVIRONMENTS – USE OF CLIMBING TECHNIQUES.
MOUNTAIN SCENARIOS, URBAN SCENARIOS, EXERCISES FOR RISK ASSESSMENT, MANAGEMENT OF GROUPS IN VERTICAL ENVIRONMENTS.

OBSERVATION SHEET – APPLIED TRAINING
SURVIVAL IN CRISIS SITUATIONS – MOUNTAIN / URBAN ENVIRONMENT
TEHNICI DE ALPINISM

SCENARIO – ☐ 1 ☐ 2 ☐ **OTHER:** _____
LOCATION – _____
DATE –_____
FULL NAME – _____

RISK ASSESSMENT – BEHAVIORAL OBSERVATION

OBSERVED ASPECT	YES	PARTIAL	NO	OBSERVATIONS
Identify objective hazards	☐	☐	☐	
Identify subjective hazards	☐	☐	☐	
Assess the risk before execution	☐	☐	☐	
Reassess the risk during execution	☐	☐	☐	
Propose a safer alternative	☐	☐	☐	

GROUP MANAGEMENT IN VERTICAL ENVIRONMENT

OBSERVED ASPECT	YES	PARTIAL	NO	OBSERVATIONS
Clearly designate the technical leader	☐	☐	☐	
Use clear and short commands	☐	☐	☐	
Control the group's pace	☐	☐	☐	
Protect the vulnerable member	☐	☐	☐	
React correctly to errors/blockages	☐	☐	☐	

SAFETY AND CONDUCT

OBSERVED ASPECT	YES	PARTIAL	NO	OBSERVATIONS
Respect safety principles	☐	☐	☐	
Does not force execution under pressure	☐	☐	☐	
Maintains emotional control	☐	☐	☐	

CONCLUSION OBSERVER

☐ Active participation
☐ Partial understanding
☐ Needs reinforcement

GENERAL OBSERVATIONS

.....
.....

EVALUATION SHEET – APPLIED TRAINING
SURVIVAL IN CRISIS SITUATIONS – MOUNTAIN / URBAN ENVIRONMENT
TEHNICI DE ALPINISM

LAST NAME and FIRST NAME: _____
DATA: _____

Evaluation scale
1 – Insufficient (uncontrolled risk, wrong decisions)
2 – Acceptable (minimal safety, partially justified decisions)
3 – Good (controlled risk, correct decisions)
4 – Very good (mature judgment, clear didactic transfer)

TECHNICAL AND DECISION-MAKING COMPETENCIES

	1	2	3	4
SITUATION ANALYSIS	☐	☐	☐	☐
RISK ASSESSMENT	☐	☐	☐	☐
CHOICE OF SOLUTION	☐	☐	☐	☐
ADAPTATION TO CHANGES	☐	☐	☐	☐

GROUP MANAGEMENT

	1	2	3	4
LEADERSHIP	☐	☐	☐	☐
COMMUNICATION	☐	☐	☐	☐
PACE CONTROL	☐	☐	☐	☐
PROTECTION OF THE VULNERABLE	☐	☐	☐	☐

DIDACTIC COMPONENT

	1	2	3	4
EXPLAIN THE REASONING	☐	☐	☐	☐
DIFFERENTIATE *"CORRECT" / "ACCEPTABLE"*	☐	☐	☐	☐
PROVIDE FEEDBACK TO LEARNERS	☐	☐	☐	☐

RESULT
☐ Competence developed
☐ Competence in development
☐ Requires repeating the exercise

RECOMMENDATIONS FOR DEVELOPMENT

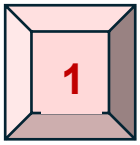
Strengths:

.....
.....
.....

Areas for improvement:

.....
.....

MODULE 2



WORKSHEET – SURVIVAL IN CRISIS SITUATIONS CAUSED BY ARMED CONFLICTS / WARS
– SURVIVAL IN ARMED CONFLICT ZONES –
APPLIED EXERCISE – PRACTICAL DEMONSTRATIONS, APPLIED EXERCISES, CASE STUDY, GUIDED DISCUSSION

OBSERVATION SHEET
SURVIVAL IN ARMED CONFLICT ZONES
APPLIED EXERCISE – PRACTICAL DEMONSTRATIONS, EXERCISES, CASE STUDIES, GUIDED DISCUSSION

DATE – _____
LAST NAME and FIRST NAME – _____

INITIAL REACTION TO THREAT

	OBSERVED	NOT OBSERVED	OBSERVATIONS
Quickly lowers their silhouette	☐	☐	
Does not run in open terrain	☐	☐	
Avoids visual exposure	☐	☐	
Maintains behavioral calm	☐	☐	

ENVIRONMENT ASSESSMENT

	OBSERVED	NOT OBSERVED	OBSERVATIONS
Identifies the direction of fire	☐	☐	
Recognizes dangerous areas	☐	☐	
Chooses cover, not concealment	☐	☐	
Avoid windows / exposed corners	☐	☐	

MOVEMENT AND SHELTER

	OBSERVED	NOT OBSERVED	REMARKS
Moves close to walls	☐	☐	
Minimizes crossings	☐	☐	
Chooses a low position in shelter	☐	☐	
Does not use the phone unnecessarily	☐	☐	

COMMUNICATION AND THE ROLE OF FUTURE INSTRUCTOR

	OBSERVED	NOT OBSERVED	REMARKS
Clearly explains decisions made	☐	☐	
Uses correct terms	☐	☐	
Corrects myths	☐	☐	
Maintains a calm and coherent message	☐	☐	

CONCLUSION OBSERVER ☐ Active participation ☐ Partial understanding ☐ Needs consolidation
GENERAL REMARKS.....

EVALUATION FORM
SURVIVAL IN ARMED CONFLICT ZONES

DATE – _____
LAST NAME and FIRST NAME – _____

Rating scale

1 – Insufficient (uncontrolled risk, wrong decisions)
2 – Acceptable (minimal safety, partially justified decisions)
3 – Good (controlled risk, correct decisions)
4 – Very good (mature judgment, clear didactic transfer)

OPERATIONAL SKILLS

PRACTICAL SURVIVAL SKILLS

	1	2	3	4
Reaction to gunfire	☐	☐	☐	☐
Choosing cover	☐	☐	☐	☐
Safe movement	☐	☐	☐	☐
Correct sheltering	☐	☐	☐	☐

ANALYSIS AND DECISION-MAKING ABILITY

	1	2	3	4
Identifying risks	☐	☐	☐	☐
Justifying decisions	☐	☐	☐	☐
Anticipating consequences	☐	☐	☐	☐

INSTRUCTOR SKILLS

	1		2	3	4
Clarity of explanations	☐		☐	☐	☐
Structuring the message	☐		☐	☐	☐
Adapting the language	☐		☐	☐	☐
Conveying calm	☐		☐	☐	☐

GENERAL ASSESSMENT

☐ Unsatisfactory
☐ Acceptable
☐ Proficient
☐ Very proficient (capable of training other instructors)

REMARKS

STRENGTHS .....
.....

AREAS FOR IMPROVEMENT .....
.....

RECOMMENDATIONS .....

OBSERVATION SHEET
PRACTICAL EXERCISE + GUIDED DEMONSTRATION
ASSESSMENT OF AN URBAN SHELTER AND THE URBAN SURVIVAL KIT

DATE – _____
FIRST NAME and LAST NAME – _____
Exercise observed **–** _____:

URBAN SHELTER ASSESSMENT

ENVIRONMENT ANALYSIS

	OBSERVED	PARTIALLY	NOT OBSERVED	REMARKS
Identifies the type of shelter (basement, interior, improvised)	☐	☐	☐	
Recognizes structural risks	☐	☐	☐	
Identifies vulnerable points (windows, doors, ceilings)	☐	☐	☐	
Assesses access / evacuation	☐	☐	☐	

APPLYING SAFETY CRITERIA

	OBSERVED	PARTIALLY	NOT OBSERVED	REMARKS
Chooses low positions	☐	☐	☐	
Avoids window alignments	☐	☐	☐	
Analyzes actual protection (cover vs. concealment)	☐	☐	☐	
Justifies decisions	☐	☐	☐	

URBAN SURVIVAL KIT

SELECTION AND PRIORITIZATION OF ITEMS

	OBSERVED	PARTIALLY	NOT OBSERVED	OBSERVATIONS
Prioritize vital function	☐	☐	☐	
Eliminate non-essential items	☐	☐	☐	
Adapt the kit to the urban context	☐	☐	☐	
Justify each item	☐	☐	☐	

PSYCHOLOGICAL COMPONENT

	OBSERVED	PARTIALLY	NOT OBSERVED	OBSERVATIONS
Include emotional stabilization element	☐	☐	☐	
Explain the psychological impact	☐	☐	☐	
Adapt for child / elderly	☐	☐	☐	

ROLE OF FUTURE INSTRUCTOR

	OBSERVED	PARTIALLY	NOT OBSERVED	OBSERVATIONS
Explain clearly and structured	☐	☐	☐	
Use language appropriate for civilians	☐	☐	☐	
Correct myths	☐	☐	☐	
Maintain calm and control	☐	☐	☐	

CONCLUSION OBSERVER

☐ Active participation
☐ Partial understanding
☐ Needs reinforcement

GENERAL OBSERVATIONS .....
.....
.....

EVALUATION SHEET
EVALUATION OF AN URBAN SHELTER and URBAN SURVIVAL KIT
PRACTICAL EXERCISE + GUIDED DEMONSTRATION

Evaluation scale

1 – Insufficient (uncontrolled risk, wrong decisions)
2 – Acceptable (minimal safety, partially justified decisions)
3 – Good (controlled risk, correct decisions)
4 – Very good (mature judgment, clear didactic transfer)

OPERATIONAL SKILLS
SHELTER ASSESSMENT

	1	2	3	4
Identifying risks	☐	☐	☐	☐
Choosing safe positions	☐	☐	☐	☐
Understanding real protection	☐	☐	☐	☐
Evacuation analysis	☐	☐	☐	☐

URBAN SURVIVAL KIT

	1	2	3	4
Selection of items	☐	☐	☐	☐
Functional prioritization	☐	☐	☐	☐
Adaptation to context	☐	☐	☐	☐
Psychological component	☐	☐	☐	☐

FUTURE INSTRUCTOR SKILLS

	1	2	3	4
Clarity of explanations	☐	☐	☐	☐
Structuring the message	☐	☐	☐	☐
Ability to train others	☐	☐	☐	☐
Handling questions	☐	☐	☐	☐

FINAL ASSESSMENT

☐ Unsatisfactory
☐ Acceptable
☐ Competent
☐ Very competent **(**able to train other instructors)

OBSERVATIONS

STRENGTHS:.....
.....

AREAS FOR IMPROVEMENT:.....
.....

RECOMMENDATIONS:.....
.....

OBSERVATION SHEET
APPLIED EXERCISE – INFORMATION WARFARE AND DIGITAL SECURITY

DATE – _____
LAST NAME and FIRST NAME – _____

ANALYSIS OF THE SUSPICIOUS MESSAGE

	OBSERVED	PARTIALLY	NOT OBSERVED	OBSERVATIONS
Identifies the type of message (phishing / manipulation / data collection)	☐	☐	☐	
Recognizes the triggered emotion	☐	☐	☐	
Identifies the requested information	☐	☐	☐	
Notices the artificial urgency	☐	☐	☐	
Identify response risks	☐	☐	☐	

DECISION AND COURSE OF ACTION

	OBSERVED	PARTIAL	NOT OBSERVED	OBSERVATIONS
Correctly decides how to act	☐	☐	☐	
Argues the decision	☐	☐	☐	
Proposes safe actions – blocking, deletion, verification	☐	☐	☐	
Avoids risky solutions	☐	☐	☐	

DIGITAL SAFETY

	OBSERVED	PARTIAL	NOT OBSERVED	OBSERVATIONS
Recognizes the risk of location tracking	☐	☐	☐	
Identifies sensitive data	☐	☐	☐	
Proposes data removal / protection	☐	☐	☐	
Understands information correlation	☐	☐	☐	

INSTRUCTOR ROLE

	OBSERVED	PARTIAL	NOT OBSERVED	OBSERVATIONS
Clearly explains the mechanisms	☐	☐	☐	
Uses accessible examples	☐	☐	☐	
Corrects mistakes without blaming	☐	☐	☐	
Maintains a calm and structured discourse	☐	☐	☐	

OVERALL CONCLUSION

☐ Active participation
☐ Partial understanding
☐ Needs reinforcement

GENERAL OBSERVATIONS .....
.....

EVALUATION SHEET
INFORMATION WARFARE AND DIGITAL SAFETY
APPLIED EXERCISE

DATE – _____
LAST NAME and FIRST NAME – _____

Evaluation scale

1 – Insufficient (uncontrolled risk, wrong decisions)
2 – Acceptable (minimal safety, partially justified decisions)
3 – Good (controlled risk, correct decisions)
4 – Very good (mature judgment, clear didactic transfer)

OPERATIONAL SKILLS

OPERATIONAL SKILLS

	1	2	3	4
Identifying manipulation	☐	☐	☐	☐
Recognizing emotion	☐	☐	☐	☐
Risk analysis	☐	☐	☐	☐
Understanding the message's purpose	☐	☐	☐	☐

DIGITAL SAFETY SKILLS

	1	2	3	4
Identifying sensitive data	☐	☐	☐	☐
Location protection	☐	☐	☐	☐
Digital discipline	☐	☐	☐	☐
Eliminating risks	☐	☐	☐	☐

INSTRUCTOR SKILLS

	1	2	3	4
Clarity of explanations	☐	☐	☐	☐
Ability to transfer information	☐	☐	☐	☐
Structuring the message	☐	☐	☐	☐
Correcting misconceptions	☐	☐	☐	☐

FINAL ASSESSMENT

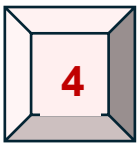
☐ Unsatisfactory
☐ Acceptable
☐ Competent
☐ Very competent **(**able to train other instructors)

OBSERVATIONS

STRENGTHS:.....

AREAS FOR IMPROVEMENT:.....
.....

RECOMMENDATIONS:.....



WORKSHEET – INCREASING PSYCHOLOGICAL RESILIENCE AND WORKING IN THE COMMUNITY UNDER WAR CONDITIONS
MANAGING AN OVERCROWDED SHELTER, CALMING PANIC, AND 4–4–6 BREATHING GROUP EXERCISE

OBSERVATION SHEET
GROUP EXERCISE – MANAGING PANIC IN THE SHELTER

DATE – _____
LAST NAME and FIRST NAME – _____

DEFINING AND ASSUMING ROLES

	OBSERVED	PARTIALLY	NOT OBSERVED	OBSERVATIONS
Identifies roles in the shelter	☐	☐	☐	
Proposes functional roles	☐	☐	☐	
Accepts the role without conflicting discussions	☐	☐	☐	
Respects role boundaries	☐	☐	☐	

PANIC MANAGEMENT

	OBSERVED	PARTIAL	NOT OBSERVED	OBSERVATIONS
Correctly identifies panic	☐	☐	☐	
Isolates panic without force	☐	☐	☐	
Uses a calm voice	☐	☐	☐	
Uses short phrases	☐	☐	☐	
Avoids imperative orders	☐	☐	☐	

4–4–6 BREATHING TECHNIQUE

	OBSERVED	PARTIAL	NOT OBSERVED	OBSERVATIONS
Correctly explains the steps	☐	☐	☐	
Demonstrates the correct rhythm	☐	☐	☐	
Guides verbally, coherently	☐	☐	☐	
Monitors the person's reaction	☐	☐	☐	

INSTRUCTOR ROLE

	OBSERVED	PARTIAL	NOT OBSERVED	OBSERVATIONS
Explains the *"why"* of the actions	☐	☐	☐	
Adapts language to the participants' level	☐	☐	☐	
Maintains group control	☐	☐	☐	
Models calmness	☐	☐	☐	

GENERAL CONCLUSION

☐ Active participation
☐ Partial understanding
☐ Needs reinforcement

GENERAL OBSERVATIONS .....
.....
.....

EVALUATION SHEET
PANIC MANAGEMENT IN AN IMPROVISED URBAN SHELTER
PRACTICAL EXERCISE + GUIDED DEMONSTRATION

DATE – _____
LAST NAME and FIRST NAME – _____

Rating scale

1 – Insufficient (uncontrolled risk, wrong decisions).
2 – Acceptable (minimal safety, partially justified decisions).
3 – Good (controlled risk, correct decisions).
4 – Very good (mature judgment, clear didactic transfer).

SHELTER ORGANIZATION

	1	2	3	4
Role identification	☐	☐	☐	☐
Prioritizing functions	☐	☐	☐	☐
Group coordination	☐	☐	☐	☐

INTERVENTION FOR CALMING PANIC

	1	2	3	4
Recognizing panic	☐	☐	☐	☐
Verbal anchoring	☐	☐	☐	☐
Redirecting attention	☐	☐	☐	☐
Adequate isolation	☐	☐	☐	☐

4–4–6 BREATHING TECHNIQUE

	1	2	3	4
Accuracy of the explanation	☐	☐	☐	☐
Demonstrating the rhythm	☐	☐	☐	☐
Guiding ability	☐	☐	☐	☐

INSTRUCTOR COMPETENCIES

	1	2	3	4
Clarity of the message	☐	☐	☐	☐
Coherence of explanations	☐	☐	☐	☐
Message transfer to the trainee	☐	☐	☐	☐
Managing pressure	☐	☐	☐	☐

FINAL ASSESSMENT

☐ Unsatisfactory
☐ Acceptable
☐ Competent
☐ Very competent (able to train other instructors)

OBSERVATIONS

STRENGTHS:.....
.....

AREAS FOR IMPROVEMENT:.....
.....

RECOMMENDATIONS:.....

OBSERVATION SHEET
SURVIVAL IN DRONE ATTACK CONDITIONS
APPLIED TRAINING SESSION – EXERCISES and GUIDED DISCUSSIONS

DATE – _____
LAST NAME and FIRST NAME – _____

REACTION TO DRONE SOUND (AUDIO SIMULATION)

	OBSERVED	PARTIAL	NOT OBSERVED	OBSERVATIONS
Reacts immediately to the sound	☐	☐	☐	
Stops moving	☐	☐	☐	
Adopts a low profile / reduces profile	☐	☐	☐	
Avoids visually searching for the drone	☐	☐	☐	
Does not simulate filming / taking photos	☐	☐	☐	

IDENTIFYING A PLACE FOR COVER / SHELTER

	OBSERVED	PARTIAL	NOT OBSERVED	OBSERVATIONS
Distinguishes COVER / CONCEALMENT	☐	☐	☐	
Chooses massive structures	☐	☐	☐	
Avoids open spaces	☐	☐	☐	
Avoids windows and roofs	☐	☐	☐	
Provides good justification for the choice made	☐	☐	☐	

THE ROLE OF THE INSTRUCTOR

	OBSERVED	PARTIAL	NOT OBSERVED	OBSERVATIONS
Explains the "why" of reactions	☐	☐	☐	
Uses language accessible to participants	☐	☐	☐	
Corrects wrong instincts	☐	☐	☐	
Maintains a calm, non-alarmist tone	☐	☐	☐	

OVERALL CONCLUSION

☐ Active participation
☐ Partial understanding
☐ Needs reinforcement

GENERAL OBSERVATIONS .....
.....
.....

EVALUATION FORM
SURVIVAL IN CONDITIONS OF DRONE ATTACKS
APPLIED TRAINING SESSION – EXERCISES AND GUIDED DISCUSSIONS

DATE – _____
LAST NAME and FIRST NAME – _____

Evaluation scale

1 – Insufficient (uncontrolled risk, wrong decisions)
2 – Acceptable (minimal safety, partially justified decisions)
3 – Good (controlled risk, correct decisions)
4 – Very good (mature judgment, clear didactic transfer)

OPERATIONAL COMPETENCIES

INITIAL REACTION TO DRONE

	1	2	3	4
Reaction speed	☐	☐	☐	☐
Correctness of behavior	☐	☐	☐	☐
Movement control	☐	☐	☐	☐

CHOICE OF SHELTER

	1	2	3	4
Differentiation between COVER and CONCEALMENT	☐	☐	☐	☐
Choosing the safe structure	☐	☐	☐	☐
Avoiding lethal zones	☐	☐	☐	☐

INSTRUCTOR COMPETENCIES

	1	2	3	4
Clarity of explanations	☐	☐	☐	☐
Ability to transfer the message	☐	☐	☐	☐
Message structuring	☐	☐	☐	☐
Managing group emotions	☐	☐	☐	☐

FINAL ASSESSMENT

☐ Unsatisfactory
☐ Acceptable
☐ Competent
☐ Very competent **(**able to train other instructors)

OBSERVATIONS

STRENGTHS:.....
.....

AREAS FOR IMPROVEMENT:.....
.....

RECOMMENDATIONS:.....

6

WORKSHEET – PRACTICAL ACTIVITY
SURVIVAL UNDER ROCKET, ARTILLERY AND AVIATION ATTACKS
APPLICATIVE EXERCISE + SIMULATION + MAP WORK

OBSERVATION SHEET – PRACTICAL ACTIVITY
SURVIVAL UNDER ROCKET, ARTILLERY AND AVIATION ATTACKS

DATE – _____
LAST NAME and FIRST NAME – _____

RECOGNITION OF WEAPON TYPE (audio simulation)

	OBSERVED	PARTIAL	NOT OBSERVED	OBSERVATIONS
Correctly identifies the weapon type – artillery / rocket / aerial bombardment.	☐	☐	☐	
Identify the attack phase – warning, impact, secondary effects.	☐	☐	☐	
Maintain calm and control impulses	☐	☐	☐	
Explain the differences to participants	☐	☐	☐	

WHAT TO DO IN THE FIRST 10 SECONDS AFTER HEARING THE SIREN

	OBSERVED	PARTIAL	NOT OBSERVED	OBSERVATIONS
Stops moving immediately.	☐	☐	☐	
Adopts a reduced profile / body in a low position.	☐	☐	☐	
Moves toward the most appropriate safe shelter.	☐	☐	☐	
Avoids windows, doors, and open areas.	☐	☐	☐	
Can explain the correct actions to trainees.	☐	☐	☐	

PLANNING AN EVACUATION ROUTE (work on the map)

	OBSERVED	PARTIAL	NOT OBSERVED	OBSERVATIONS
Correctly identifies safe and dangerous zones.	☐	☐	☐	
Avoids central routes and open spaces.	☐	☐	☐	
Includes alternative routes and emergency plan.	☐	☐	☐	
Explains with arguments the reason for choosing the route.	☐	☐	☐	

INSTRUCTOR'S ROLE

	OBSERVED	PARTIAL	NOT OBSERVED	OBSERVATIONS
Explains the "why" of reactions	☐	☐	☐	
Uses language accessible to participants	☐	☐	☐	
Corrects wrong instincts	☐	☐	☐	
Maintains calm, non-alarmist discourse	☐	☐	☐	

GENERAL CONCLUSION

☐ Active participation
☐ Partial understanding
☐ Needs consolidation

GENERAL OBSERVATIONS .....
.....

EVALUATION SHEET – PRACTICAL ACTIVITY
SURVIVAL IN CONDITIONS OF ROCKET, ARTILLERY, AND AVIATION ATTACKS

DATE – _____
LAST NAME and FIRST NAME – _____

Evaluation scale

1 – Insufficient (uncontrolled risk, wrong decisions)
2 – Acceptable (minimal safety, partially justified decisions)
3 – Good (controlled risk, correct decisions)
4 – Very good (mature judgment, clear didactic transfer)

OPERATIONAL COMPETENCIES

	1	2	3	4
Recognition of weapon type and attack phase.	☐	☐	☐	☐
Correct reaction in the first 10 seconds.	☐	☐	☐	☐
Choice of shelter or safe routes.	☐	☐	☐	☐
Avoiding unnecessary exposure and lethal zones.	☐	☐	☐	☐

INSTRUCTOR COMPETENCIES

	1	2	3	4
Correct and clear explanation of differences between attack types.	☐	☐	☐	☐
Correcting mistakes and guiding participants.	☐	☐	☐	☐
Structuring the explanation and using visual materials – map, audio simulation.	☐	☐	☐	☐
Managing group emotions.	☐	☐	☐	☐

FINAL EVALUATION

☐ Unsatisfactory
☐ Acceptable
☐ Competent
☐ Very competent **(**able to train other instructors)

OBSERVATIONS

STRENGTHS:.....
.....

AREAS FOR IMPROVEMENT:.....
.....

RECOMMENDATIONS:.....

7

WORKSHEET – PRACTICAL SESSION
SURVIVAL UNDER NUCLEAR ATTACK CONDITIONS (BOMBS + MISSILES)
GUIDED DISCUSSION, EXPLANATION, APPLIED EXERCISES

OBSERVATION SHEET – APPLIED TRAINING SESSION
SURVIVAL UNDER NUCLEAR ATTACK CONDITIONS

DATE – _____
LAST NAME and FIRST NAME – _____

	YES	PARTIAL	NO	OBSERVATIONS
Correctly recognizes the signs of a nuclear attack.	☐	☐	☐	
Explains the sequence of nuclear explosion effects.	☐	☐	☐	
Correctly applies actions for the first 30 seconds.	☐	☐	☐	
Complies with personal protection measures.	☐	☐	☐	
Identifies radiation types and risks.	☐	☐	☐	
Correctly applies the decontamination procedure.	☐	☐	☐	
Avoids critical mistakes – shaking clothes, aggressive rubbing.	☐	☐	☐	
Show calm and discipline during the exercise.	☐	☐	☐	
Communicate effectively within the team.	☐	☐	☐	
Verbally justify the actions taken.	☐	☐	☐	

OVERALL CONCLUSION

☐ Active participation
☐ Partial understanding
☐ Needs reinforcement

GENERAL OBSERVATIONS .....
.....
.....

EVALUATION FORM – APPLIED TRAINING SESSION
SURVIVAL UNDER NUCLEAR ATTACK CONDITIONS

DATE – _____
LAST NAME and FIRST NAME – _____

1. EVALUATION OBJECTIVE – Determining the level of mastery of essential skills regarding reaction, protection, and post-nuclear attack action.

2. EVALUATION CRITERIA

IMMEDIATE REACTION

1. ***List three correct actions within the first 30 seconds after detonation.***
   .....
   .....
   .....
2. ***Indicate two actions that must be avoided and explain why.***
   .....
   ....
   .....
   .....

RADIATION AND CONTAMINATION

3. ***Specify the types of nuclear radiation and their level of danger.***
   .....
   ....
   .....
   .....
4. ***List the correct steps for personal decontamination.***
   .....
   ....
   .....
   .....

PRACTICAL APPLICATION

5. ***Describe the course of action of an unsheltered person immediately after the attack.***
   .....
   .....
   ....
   .....
   .....

INDICATIVE SCORING

- Immediate reaction: ____ / 30 points
- Radiation and contamination: ____ / 40 points
- Practical application: ____ / 30 points
- **Total: ____ / 100 points**

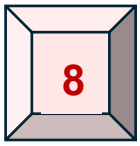
RATING

☐ Very good ☐ Good ☐ Satisfactory ☐ Unsatisfactory

EVALUATOR'S OBSERVATIONS

.....
....
.....
.....

Evaluator's signature: _____



APPLIED EXERCISE FORM
SURVIVAL UNDER HYBRID WARFARE CONDITIONS
SIMULATION – APPLIED EXERCISE – CASE STUDY

OBSERVATION FORM
APPLIED EXERCISE – HYBRID WARFARE

DATE – _____
LAST NAME and FIRST NAME – _____

	YES	PARTIAL	NO	OBSERVATIONS
Correctly identify the elements of hybrid warfare	☐	☐	☐	
Distinguish between classic armed conflict and hybrid warfare	☐	☐	☐	
Recognize the impact on the civilian population	☐	☐	☐	
Demonstrate critical thinking regarding the presented information	☐	☐	☐	
Avoid emotional / alarmist interpretations	☐	☐	☐	
Propose realistic protection measures	☐	☐	☐	
Communicate clearly and in a structured manner within the group	☐	☐	☐	
Justify the decisions made	☐	☐	☐	
Respect the role of instructor – explanatory, not authoritarian	☐	☐	☐	

OBSERVATIONS

REACTION TO THE SCENARIO:

.....
.....
.....

LEVEL OF RISK AWARENESS:

.....
.....
.....

ELEMENTS REQUIRING CORRECTION / CONSOLIDATION:

.....
.....
.....

GENERAL ASSESSMENT

☐ Very good
☐ Good
☐ Acceptable
☐ Needs improvement

EVALUATION SHEET
APPLICATIVE EXERCISE – SURVIVAL IN HYBRID WARFARE

DATE – _____
LAST NAME and FIRST NAME – _____

EVALUATION CRITERIA (with indicative scoring)

		SCORE
Definition of hybrid warfare	Correctness and clarity	0–2
Identification of threats	Informational, infrastructure, psychological	0–3
Analysis of impact on civilians	Realism and relevance	0–3
Proposal of protection measures	Applicable and non-military	0–4
Critical thinking	Detecting manipulation / disinformation	0–4
Didactic transfer capacity	How they would explain to a civilian	0–4

TOTAL SCORE: ___ / 20

COMPETENCE LEVEL

- 18–20 p – **VERY GOOD** – prepared to train other instructors
- 14–17 p – **GOOD** – requires minor clarifications
- 10–13 p – **ACCEPTABLE** – needs consolidation
- <10 p – **INSUFFICIENT** – content needs to be reviewed

OBSERVATIONS

STRENGTHS:

.....
.....

WEAKNESSES:

.....
.....

RECOMMENDATIONS FOR IMPROVEMENT:

.....
.....

EVALUATOR'S CONCLUSION

☐ The participant can correctly convey information to trainees.
☐ The participant needs additional support.
☐ The participant is not yet ready to be a professional instructor.

9

WORKSHEET – APPLICATIVE EXERCISE
SURVIVAL IN TERRORIST ATTACK CONDITIONS
SITUATION ANALYSIS + APPLICATIVE EXERCISES + GUIDED DISCUSSION

OBSERVATION SHEET
APPLICATIVE EXERCISE – SURVIVAL IN TERRORIST ATTACK CONDITIONS

DATE – _____
NAME OF THE FUTURE INSTRUCTOR – _____

ANALYSIS OF BEHAVIORS IN RISK SITUATIONS

	YES	PARTIAL	NO	OBSERVATIONS
Correctly identifies dangerous reactions	☐	☐	☐	
Clearly differentiates correct and incorrect reactions	☐	☐	☐	
Argues decisions from a safety perspective	☐	☐	☐	
Avoids heroic language	☐	☐	☐	

IDENTIFICATION OF SUSPICIOUS BEHAVIOR

	YES	PARTIAL	NO	OBSERVATIONS
Recognizes relevant behavioral signals	☐	☐	☐	
Proposes avoidance and reporting, not confrontation	☐	☐	☐	
Corrects stereotypes and misinterpretations	☐	☐	☐	

HANDLING A SUSPICIOUS OBJECT

	YES	PARTIAL	NO	OBSERVATIONS
Indicates immediate distancing as a priority	☐	☐	☐	
Excludes touching/manipulating the object	☐	☐	☐	
Mentions controlled evacuation	☐	☐	☐	
Emphasizes collaboration with authorities	☐	☐	☐	

INSTRUCTOR SKILLS

	YES	PARTIAL	NO	OBSERVATIONS
Use questions to guide participants	☐	☐	☐	
Correct without blaming	☐	☐	☐	
Rephrase answers into key messages to convey	☐	☐	☐	
Maintain a climate of psychological safety	☐	☐	☐	

OVERALL CONCLUSION

☐ Active participation
☐ Partial understanding
☐ Needs reinforcement

GENERAL OBSERVATIONS .....
.....

EVALUATION FORM
APPLICATIVE EXERCISE – SURVIVAL UNDER TERRORIST ATTACK CONDITIONS

DATE – _____
NAME OF THE FUTURE INSTRUCTOR – _____

Rating scale:
3 = fully achieved
2 = partially
1 = insufficient

TEACHING COMPETENCIES

	1	2	3
Correctly explains what terrorist attacks are	☐	☐	☐
Describes the effects on the civilian population	☐	☐	☐
Identifies correct self-protection reactions	☐	☐	☐
Explains WHAT NOT TO DO	☐	☐	☐

PRACTICAL COMPETENCIES

	1	2	3
Correctly analyzes the presented situations	☐	☐	☐
Identifies suspicious behaviors and objects	☐	☐	☐
Proposes safe and realistic decisions	☐	☐	☐
Collaborates with authorities	☐	☐	☐

INSTRUCTOR COMPETENCIES

	1	2	3
Conveys clear and structured messages	☐	☐	☐
Uses language accessible to learners	☐	☐	☐
Corrects wrong information	☐	☐	☐
Can replicate the exercise with other learners	☐	☐	☐

OBSERVATIONS
STRENGTHS:
.....
.....

WEAKNESSES:
.....
.....

RECOMMENDATIONS FOR IMPROVEMENT:
.....
.....

EVALUATOR'S CONCLUSION

☐ **The participant can correctly convey the information to trainees.**

☐ **The participant needs additional support, requires reinforcement.**

☐ **The participant is not yet ready to be an instructor, requires re-training / mentoring.**

EVALUATION GRID – MODULE 2

DATE – _____
LAST NAME and FIRST NAME – _____

Assessment on 4 levels –
1 = insufficient / 2 = satisfactory / 3 = good / 4 = excellent

	1	2	3	4
Recognizes risks in a conflict zone	☐	☐	☐	☐
Correctly applies protection procedures against gunfire	☐	☐	☐	☐
Identifies safe shelters in urban environments	☐	☐	☐	☐
Applies digital safety rules	☐	☐	☐	☐
Can manage a panicked person	☐	☐	☐	☐
Reacts correctly to a drone signal	☐	☐	☐	☐
Knows procedures for rocket/artillery attacks	☐	☐	☐	☐
Explains measures in case of a nuclear attack	☐	☐	☐	☐
Understands the concept of hybrid warfare	☐	☐	☐	☐
Applies RUN – HIDE – FIGHT in terrorist scenarios	☐	☐	☐	☐
Communicates effectively under pressure	☐	☐	☐	☐
Can teach these concepts to others	☐	☐	☐	☐

OBSERVATION SHEET

DATE – _____
LAST NAME and FIRST NAME – _____

CONTENT STRUCTURING

	OBSERVATIONS	LEVEL (Low / Medium / High)
Clarity of explanations regarding economic crises		
Explains the concepts of crisis, trigger factor, characteristics, financial impact, and resilience with concrete examples		
Logical coherence of information		
Adaptation of language to the target audience		
Correlation with other dimensions of survival		

FACILITATING THE LEARNING PROCESS

	OBSERVATIONS	LEVEL
Encouraging active participation		
Managing group discussions		
Clarifying trainees' questions		
Asks open questions, encourages discussions and reflection, stimulates groups		
Use of relevant examples		

ADDRESSING THE SURVIVAL DIMENSION

	OBSERVATIONS	LEVEL
Emphasis on financial autonomy		
Integration of stress and decision-making pressure		
Connection to real life		

PROFESSIONAL ATTITUDE AND PRESENCE

	OBSERVATIONS	LEVEL
Clarity and confidence, without panic		
Emotional balance		
Professional credibility		

CONCLUSION OBSERVER

☐ Active participation
☐ Partial understanding
☐ Needs consolidation

GENERAL OBSERVATIONS.....

EVALUATION FORM

DESCRIPTION	SCORE (1–5)
EXPLAINS CONCEPTS CLEARLY AND CORRECTLY	
CORRELATES ECONOMICS WITH OTHER DIMENSIONS	
CREATES ACTIVE LEARNING CONTEXTS	
PROVIDES USEFUL TOOLS FOR LEARNERS	
MANAGES DYNAMICS AND TIME	
DEMONSTRATES BALANCE AND AUTHORITY	

SCORE INTERPRETATION

- 6–14 points: requires significant development
- 15–22 points: functional level, with necessary improvements
- 23–30 points: good level – competent instructor

OBSERVATIONS

STRENGTHS .....
.....

AREAS FOR IMPROVEMENT .....
.....

RECOMMENDATIONS .....
.....

MODULE 4

1

EXERCISE SHEET – THE NATURE OF POLITICAL AND SOCIAL CRISES
COMPARATIVE ANALYSIS, APPLIED EXERCISE, GUIDED DISCUSSIONS

OBSERVATION SHEET
APPLIED EXERCISE – THE NATURE OF POLITICAL AND SOCIAL CRISES
– COMPARATIVE ANALYSIS, GUIDED DISCUSSIONS

DATE – _____
LAST NAME AND FIRST NAME – _____

	YES	PARTIAL	NO	OBSERVATIONS
Use descriptive language, without politicization or value judgments	☐	☐	☐	
Distinguishes between observable facts and personal opinions	☐	☐	☐	
Correctly identifies general causes of political/social crises	☐	☐	☐	
Recognizes the phases of a political/social crisis	☐	☐	☐	
Identifies early warning signs of escalation	☐	☐	☐	
Correlates the crisis with concrete risks to personal safety	☐	☐	☐	
Avoids assigning blame or political responsibility	☐	☐	☐	
Respects the framework of the guided discussion and the instructor's interventions	☐	☐	☐	

CONCLUSION OBSERVER

☐ Active participation
☐ Partial understanding
☐ Needs reinforcement

GENERAL OBSERVATIONS.....

EVALUATION SHEET

APPLIED EXERCISE – COMPARATIVE ANALYSIS

DATE – _____

LAST NAME and FIRST NAME – _____

	INSUFFICIENT	ADEQUATE	GOOD	VERY GOOD
Defining the political/social crisis without ideologizing	☐	☐	☐	☐
Comparative analysis of types of political/social crises	☐	☐	☐	☐
Identifying the causes and phases of the crisis	☐	☐	☐	☐
Recognizing early warning signs of escalation	☐	☐	☐	☐
Orienting the analysis toward risks to personal safety	☐	☐	☐	☐
Use of neutral, descriptive, and functional language	☐	☐	☐	☐
Ability to guide the discussion without politicizing it	☐	☐	☐	☐
Coherence and clarity of argumentation	☐	☐	☐	☐

OVERALL ASSESSMENT

☐ Unsatisfactory

☐ Acceptable

☐ Competent

☐ Very competent (able to train other instructors)

OBSERVATIONS

STRENGTHS .....

.....

AREAS FOR IMPROVEMENT .....

.....

RECOMMENDATIONS .....

.....

2

EXERCISE WORKSHEET – PERSONAL SAFETY DURING CIVIL DISTURBANCES
ANALYSIS OF TRAINING EXERCISES *"well-designed and safe"* AND THOSE *"less well-designed"*
OBSERVATION AND FEEDBACK BETWEEN INSTRUCTORS AND APPLIED DISCUSSIONS

OBSERVATION SHEET
APPLIED EXERCISE – PERSONAL SAFETY DURING CIVIL DISTURBANCES
ANALYSIS OF TRAINING EXERCISES "WELL-DESIGNED AND SAFE" / "LESS WELL-DESIGNED"

DATE – _____
LAST NAME AND FIRST NAME – _____

	YES	PARTIAL	NO	OBSERVATIONS
Correctly identifies the physical and psychological risks of the analyzed exercise	☐	☐	☐	
Distinguishes between a safe exercise and one with potential risk exposure	☐	☐	☐	
Recognizes elements of sensationalism or unnecessary escalation	☐	☐	☐	
Analyzes the exercise from the perspective of trainee safety	☐	☐	☐	
Clearly evaluates the didactic objective of the exercise	☐	☐	☐	
Identifies the lack of stopping criteria or exercise control	☐	☐	☐	
Uses neutral language oriented toward prevention and safety	☐	☐	☐	
Participates constructively in feedback and applied discussions	☐	☐	☐	

CONCLUSION OBSERVER

☐ Active participation
☐ Partial understanding
☐ Needs reinforcement

GENERAL OBSERVATIONS.....

EVALUATION SHEET
ANALYSIS OF TRAINING EXERCISES

DATE – _____
LAST NAME and FIRST NAME – _____

	INSUFFICIENT	ADEQUATE	GOOD	VERY GOOD
Ability to analyze an exercise from the perspective of personal safety	☐	☐	☐	☐
Clear identification of physical and psychological risks	☐	☐	☐	☐
Distinction between didactic realism and sensationalism	☐	☐	☐	☐
Evaluation of the exercise's suitability to learning objectives	☐	☐	☐	☐
Recognition of the absence or presence of stopping criteria	☐	☐	☐	☐
Ability to formulate improvement recommendations	☐	☐	☐	☐
Use of neutral language oriented toward prevention	☐	☐	☐	☐
Quality of feedback provided to other instructors	☐	☐	☐	☐

GENERAL EVALUATION

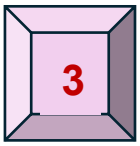
☐ Unsatisfactory
☐ Acceptable
Competent
☐ Very competent (able to train other instructors)

OBSERVATIONS

STRENGTHS .....

AREAS FOR IMPROVEMENT .....

RECOMMENDATIONS .....



EXERCISE SHEET – MONITORING AND SUPERVISION USING TECHNOLOGY
WITH THE HELP OF TECHNOLOGY
CASE STUDY – TECHNOLOGY ABUSE, CONTENT FILTERING AND INSTRUCTOR RESPONSIBILITY

OBSERVATION SHEET
APPLIED EXERCISE – MONITORING AND SUPERVISION USING TECHNOLOGY
STUDIU DE CAZ – ABUZUL DE TEHNOLOGIE, FILTRAREA CONȚINUTULUI ȘI INSTRUCTOR RESPONSIBILITY

DATE – _____
LAST NAME and FIRST NAME – _____

	YES	PARTIAL	NO	OBSERVATIONS
Correctly identifies the risks associated with uncontrolled use of technology	☐	☐	☐	
Recognizes situations of technology abuse (overexposure, informational dependency)	☐	☐	☐	
Analyzes the impact of unfiltered content on safety and decisions	☐	☐	☐	
Distinguishes between useful information and content with disinformation potential	☐	☐	☐	
Addresses the instructor's responsibility in selecting and filtering information	☐	☐	☐	
Uses neutral, prevention-oriented language	☐	☐	☐	
Proposes measures for responsible use of technology	☐	☐	☐	
Participates constructively in discussions and applied feedback	☐	☐	☐	

CONCLUSION OBSERVER

☐ Active participation
☐ Partial understanding
☐ Needs consolidation

GENERAL OBSERVATIONS.....

EVALUATION SHEET
APPLIED EXERCISE – MONITORING AND SUPERVISION USING TECHNOLOGY

DATE – _____
LAST NAME and FIRST NAME – _____

	INSUFFICIENT	ADEQUATE	GOOD	VERY GOOD
Analysis of technological risks in crisis contexts	☐	☐	☐	☐
Identifying technology abuse and its effects	☐	☐	☐	☐
Ability to filter and validate content	☐	☐	☐	☐
Understanding the instructor's responsibility in using technology	☐	☐	☐	☐
Orienting solutions toward safety and prevention	☐	☐	☐	☐
Use of neutral and non-sensationalist language	☐	☐	☐	☐
Formulating practical recommendations for learners	☐	☐	☐	☐
Coherence and clarity of argumentation	☐	☐	☐	☐

OVERALL ASSESSMENT

☐ Unsatisfactory
☐ Acceptable
☐ Competent
☐ Very competent (able to train other instructors)

OBSERVATIONS

STRENGTHS .....
.....

AREAS FOR IMPROVEMENT .....
.....

RECOMMENDATIONS .....
.....