

Risk analysis

Objectives:

- Get to know the 4 phases of the disaster management cycle
- Stimulate imagination
- Stimulate the ability to intervene in risk situations

STEP BY STEP

BEFORE STARTING

The teacher begins by introducing the term **RISK** and asks the class, "What does this word mean to you?"

After a brief discussion, the teacher presents the definition:

Risk: the possibility that a phenomenon may cause harm to people, property, and the environment within a specific timeframe and location.

Next, an experiment is prepared to explore the concept of risk, specifically focusing on the four phases of the disaster management cycle.

CREATE THE RISK SITUATION

glass filled with water is placed on the edge of a desk.


The class is divided into small groups to observe this situation and answer the following questions:


- What could happen? (e.g., the glass might fall)

- What would the damage be? (e.g., broken glass, water spilled on the floor)
- Who would be affected? (e.g., the teacher and students at the front desk)
- What objects would be impacted? (e.g., books, pencil cases)
- What preventive measures could we take? (e.g., move the glass, empty it, place a mat underneath, or locate rags to dry the area)
- What actions can we take immediately after it happens? (e.g., dry the area, be cautious of slipping)
- What can we do afterward? (e.g., secure the glass in a safer spot, avoid placing it on the edge again, rearrange the desks, and resume the lesson)

SHARING OF ANSWERS

After discussing the questions, each group shares their answers with the class. The teacher then introduces the four phases of the **disaster management cycle**:

- Prevention
- Preparedness
- Emergency Response
- **Recovery** 

The teacher can use this resource ([link](#)) to better explain the different phases and provide the class with examples, thus emphasising the importance of understanding the disaster management cycle and highlighting how it helps identify where and how to intervene to prevent a **risk**  from escalating into a disaster.

IMAGINE OTHER SITUATIONS

Building on the initial scenario, students work in groups to imagine different dangerous situations. They can recreate these situations using objects or draw them. For each new scenario, they should answer the same set of questions.

Each group then describes their imagined situations while considering the four phases: *prevention*,

preparedness, *emergency response*, and **recovery**  .

CONCLUDING THOUGHTS

In the final phase, the teacher summarizes the choices made by each group regarding the disaster management cycle. The class discusses whether their answers were similar or different. The teacher may choose to organize the responses in a circle divided into four sections, representing each phase of the cycle.