

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 introduces the term **RISK**. They ask the class: "What does this word mean?" then introduce the definition that can be found in the [glossary](#).

Risk - the possibility that a phenomenon may cause harm to people, settlements and the environment in a given period of time and in a given area.

At this point an experiment is prepared to talk about risk and in particular the 4 phases of the disaster management cycle.

CREATE THE RISK SITUATION

A glass full of water is placed on the edge of the desk.

The class divided into small groups should observe the situation and answer the following questions:

- *What can happen? (Example: the glass falls)*
- *What is the damage? (Example: broken glass, water spilled on the floor)*

- *How many people would be affected? (Example: teacher and the children at the first desk)*

- *How many objects? (Example: book, pencil case)*

- *What could we do before? (Example: move the glass, empty it, place a mat underneath, know if and where there are rags to dry)*

- *Once this has happened, what can we do about it? (Example: dry, be careful not to slip)*

- *After the event, what actions can we take? (Example: secure the glass or avoid placing it on the edge of the desk, restore the order of the desks and restart the lesson)*

SHARING OF ANSWERS

At this point, the answers given in the various groups are shared. The teacher then introduces the 4 phases of the disaster management cycle, using the descriptions provided by the Italian Civil Protection ([link](#)):

Prevision/Prevention and Preparedness/Emergency /Emergency Overcome

It is emphasised at this point the importance of knowing this cycle in order to know exactly where and how one can intervene so that a risk does not turn into a disaster.

IMAGINE OTHER SITUATIONS

Starting with the proposed situation, working in groups, they are asked to imagine a dangerous situation, recreate it with objects or draw it and for each situation answer the same questions.

The situations created are described in turn, imagining the 4 phases of prediction, prevention and preparation,

emergency and overcoming the emergency.

CONCLUDING THOUGHTS

In the final phase the choices made by each group (are they similar or different?) for each of the phases of the

disaster management cycle are summarised. The teacher may decide to write the answers inside a circle divided into four parts.