

## SYLLABUS FOR AN ELECTIVE COURSE

Follows a framework syllabus for an elective course. Each teacher who teaches the subject can adjust the processing time of individual teaching units/topics according to the specifics of students, the climate in which they live, possible natural disasters, and other teacher's assessments.

The titles of individual teaching units are generalized and marked with numbers (<sup>1,2,3</sup>...).

Indicated titles require additional or expanded content specified in the „NOTE“ section at the end of this table

Additional content needs to be introduced in specified teaching units. The units are also related to the content of the Manual.

<b>ELECTIVE COURSE</b>	<b>SURVIVING SKILLS</b>		
<b>NO. OF HOURS</b>	35 hours/year total 70 hours in 2 years	<b>HOURS WEEKLY</b>	1 hour
<b>YEAR OF EDUCATION</b>	First and second year of high school education		
<b>PROGRAM CREATED</b>	Maja Postoglu, Đana Baftiri i Nikolina Pupić Grmovšek		

### EVALUATION METHOD

Evaluation of teachers' performance is done through the achievements of students.

During the school year, the individual progress and students' work interest will be monitored.

Self-evaluation of works and the process of creation of work.

Presenting work to other school students.

Student achievement will be checked and graded according to the criteria listed in the table:

DESCRIPTION OF ACHIEVEMENT	GRADE
The student recognizes dangers and natural disasters, recognizes procedures in case of danger, recognizes and distinguishes means to provide assistance, names procedures in emergency situations, recognizes procedures for protection and rescue of people and property, recognizes procedures to help him/herself and others after a stressful event, recognizes emergency numbers	SUFFICIENT (2)
The student recognizes and enumerates dangers and natural disasters, names procedures in case of danger, names and uses means to provide assistance, partially applies procedures in emergency situations, names procedures for protection and rescue of people and property, names procedures to help him/herself and others after a stressful event, names emergency numbers and connects their purpose.	GOOD (3)
The student independently enumerates and describes dangers and natural disasters, partially applies emergency procedures, partially applies means to assist in various situations, applies emergency procedures, partially applies actions for protection and rescue of people and property, knows procedures to help him/herself and others after experiencing a stressful event, uses emergency numbers and connects their purpose.	VERY GOOD (4)
The student independently and with understanding applies emergency procedures, fully applies means to assist in various situations, independently applies means to provide assistance, applies procedures in emergency situations, applies procedures to protect and rescue people and property, applies procedures to help him/herself and others after experiencing a stressful event, independently uses emergency numbers and connects their purpose.	EXCELLENT (5)

### IMPLEMENTATION AND PLANNED ACTIVITIES

Classes will be conducted through the acquisition of theoretical knowledge and practical activities in school and outside school. The International Day for Disaster Risk Reduction on October 13 will be marked in a special way.

NO.	COURSE UNIT / TOPIC	OBJECTIVES	KEY WORDS	No. hours
1. 1.1. 1.2.	<b>INTRODUCTION TO SURVIVING SKILLS</b> Natural disasters Emergencies and potentially dangerous events	Understand the purpose of conducting the course Understand the importance of acquired knowledge and practical applications in case of potentially dangerous situations	natural disasters, potentially dangerous situations, coping skills	2

		Identify possible natural disasters and potentially dangerous situations		
2. 2.1. 2.2. 2.3. 2.4. 2.5.	<b>EARTHQUAKE</b> Earthquake Procedures before, during and after earthquakes <sup>1</sup> Survival kit Rescuing people, animals and assets <sup>2</sup> Evacuation drill and first aid <sup>3</sup>	Understand the purpose of emergency preparedness Recognize warning signs Identify potentially dangerous and safe places Properly apply procedures to protect people and property Name the contents of the survival kit Demonstrate proper handling in the event of an earthquake	earthquake, rescue, evacuation, survival kit	5
3. 3.1. 3.2. 3.3. 3.4. 3.5. 3.6. 3.7.	<b>FIRE</b> Causes of fire Action in case of fire and call to emergency services Types of fires <sup>4</sup> Extinguishing fires of various causes Fire prevention Evacuation, evacuation plan, and exercises Extracurricular activities: Visit the fire station	List the possible causes of fires Distinguish and describe the methods of dealing with fires indoors, outdoors, in vehicles and if a person is on fire Use emergency numbers and demonstrate the correct ways to report an event Distinguish between recommended and non-recommended ways of extinguishing fires State the possible consequences of improper handling of fire Give examples of fire prevention in your environment Describe the method of evacuation from enclosed spaces (houses, schools, etc.) Demonstrate proper evacuation in case of fire	fire, extinguishing fire, cause of fire, fire prevention, evacuation, handling	10
4. 4.1 4.2. 4.3.	<b>FLOOD</b> <sup>5</sup> Procedures in case of flooding in the house Outdoor flood procedures Consequences and treatment after the flood	Understand the concept of flood List the causes and types of floods Give examples of how flood risk can be reduced Identify flood areas in the place of residence Make a list and prepare things and organize the space in case of flooding	floods, food and drinking water supply, organization of living space, disposal of hazardous substances, disposal	4

		Identify and list the health consequences of a flood Understand the importance of applying the instructions of the competent services	of animals, evacuation, emergency services	
5. 5.1. 5.1.1. 5.1.2. 5.1.3. 5.1.4. 5.1.5. 5.2.	<b>DANGERS IN NATURE</b> Objective <sup>6</sup> and subjective hazards in nature <sup>7</sup> Weather disasters <sup>8</sup> Snow hazards <sup>9</sup> Dangers at sea <sup>10</sup> Natural disasters: tsunamis, falling rock Preparing to go to nature Field teaching: Coping in nature	Identify, enumerate and describe subjective and objective hazards in nature List and recognize the difference between different weather disasters: storm, thunder, lightning, winds, reduced visibility, torrents, slippery surfaces (landslides), differences in temperature Describe behaviors during weather disasters List and identify snow hazards: avalanches, difficulty moving, freezing, wandering, glacial cracks, snow blindness To connect theoretical and practical knowledge about the ways of correct actions in case of snow dangers List potentially dangerous situations at sea Describe the danger of tsunamis and falling rock Recognize the dangers of poisonous food, non-potable water, poisonous plants, and animals in nature Determine personal readiness to go to nature Describe the preparations needed for a safe stay in nature Use emergency numbers and demonstrate the correct ways to report an event	objective and subjective danger, weather disasters, snow dangers, poisonous food, water, wildlife dangers, tsunamis, falling rock, preparation and coping in nature	12
6. 6.1. 6.2. 6.3.	<b>DANGERS IN HOUSEHOLD</b> Mechanical sources of danger <sup>11</sup> Chemical sources of danger <sup>12</sup> Dangers of poisoning <sup>13</sup>	Identify and name dangerous situations in the household List the sources of danger Apply rules of conduct in dangerous situations	types of hazards, causes of danger, suffocation, drowning, bleeding, electric	4

6.4.	Responsible household behavior (malfunctions, proper handling)	Apply a way to help yourself and others Find information about the services of maintenance of household appliances in the event of failure	shock, poisoning, injuries, chemicals, drugs, food, gas, prevention	
7. 7.1. 7.2. 7.3. 7.4. 7.5. 7.6.	<b>HAZARDS IN URBAN ENVIRONMENTS</b> Pollution in the city and the role of the individual <sup>14</sup> Legal obligations in the service of protection of minors Crime in urban areas <sup>15</sup> Socially conditioned risks <sup>16</sup> Getting around the city Prevention, self-protection and seeking help	Understand the concept of urban environments List the sources of pollution in urban areas - air, light, noise Adopt and apply habits of responsible behavior in pollution prevention Describe possible ways of personal identification and required documents Get acquainted with the legal framework for minors, personal responsibility and parental responsibility Identify potentially dangerous situations that are possible in urban areas Understand the concept of orientation in the city, list the ways to solve the situation of loss in the urban environment, list the services that can be called in case of loss Describe the connection between one's own behavior and possible risks Get to know the ways and importance of preventing adverse events Apply the learned knowledge about prevention and self-protection in everyday life	urban environment, city, crime, health, social risks, prevention, self-protection	6
8. 8.1. 8.2. 8.3. 8.4.	<b>EXTREME WEATHER CONDITIONS</b> Extreme weather conditions <sup>17</sup> Heat and how to protect yourself <sup>18</sup> Drought and its consequences <sup>19</sup>	List and identify hazards due to extreme weather conditions Understand the impact of high or low temperatures on human health Describe protection measures in case of heat, drought, cold and storm	heat, cold, storm, drought, human health	5

8.5.	Cold and how to protect yourself <sup>20</sup> Storm and self-protection <sup>21</sup>	Understand the effects of drought on human, animal and plant health Apply protection measures in extreme weather conditions (water)		
9. 9.1. 9.2. 9.3. 9.4.	<b>TRAFFIC HAZARDS</b> <sup>22</sup> Dangers in road traffic <sup>23</sup> Railway hazards <sup>24</sup> Maritime <sup>25</sup> and air transport <sup>26</sup> hazards Emergency procedures	List potentially dangerous traffic situations Distinguish between traffic signals and traffic signs Distinguish between desirable and undesirable behaviors of traffic participants Apply proper and responsible behavior and participation of traffic participants Identify stressful situations that affect the inattention of traffic participants Adopt precautions in dangerous situations Apply ways to provide assistance	road traffic, railway traffic, maritime traffic, air traffic, traffic participants, stressful situations, weather conditions, dangers	4
10. 10.1. 10.2. 10.3. 10.4. 10.5.	<b>FIRST AID</b> Treatment of an injured person Loss of consciousness Bleeding, injuries and wounds Accidental states <sup>27</sup> and sudden states <sup>28</sup> First aid exercises	Define the term first aid, describe the goals and rules of first aid Identify key steps at the scene of an accident, seek help from emergency services Name and show the contents of the first aid kit, link the contents of the box to its application Explain the provision of assistance to the injured, demonstrate the verification of vital functions Name the causes of loss of consciousness, check the state of consciousness, explain and apply the first aid procedure for loss of consciousness Demonstrate and apply the lateral positioning procedure Demonstrate the resuscitation procedure List the causes and identify the types of bleeding, injuries and wounds	first aid, first aid provider, scene of an accident, call for help, first aid kit, first examination, level of consciousness, vital functions, lateral position, resuscitation bleeding, shock, injuries, wounds, fractures, immobilization, accidental states abrupt states	10

		Describe and apply the first aid procedure for bleeding, injuries and wounds Name accidental and sudden onset conditions, identify and name possible symptoms and signs, and apply first aid procedures		
11.	<b>OUTSTANDING CIRCUMSTANCES</b>			
11.1.	Zero tolerance for violence	Recognize signs of violence and potentially dangerous places	violence, weapons, terrorism, human trafficking, protection and rescue of people	4
11.2.	Protecting young people from human trafficking	Adopt precautionary measures in emergency circumstances involving violence		
11.3.	Dangers of armed and terrorist attacks	Adopt non-violent conflict resolution skills		
11.4.	Measures to protect and rescue people in extraordinary circumstances	Get acquainted with the application of self-protection measures and protection of people and property		
12.	<b>SUPPORT AND SELF-HELP AFTER TRAUMA</b>			
12.1.	Support for yourself and others after an extraordinary event <sup>29</sup>	Recognize and understand emotional reactions after a stressful event and ways to alleviate them Identify conditions in which it is necessary to seek psychological help	psychological help, emergency, stressful situation, breathing exercises	4
12.2.	How to help yourself after a stressful event	Find information on places to seek psychological help		
12.3.	Ways to overcome fear <sup>30</sup>	Apply effective ways of self-help in situations of fear		
12.4.	Psychological help			
<b>REMARK</b>	<b>Content that needs to be included in the teaching unit:</b>			
	<sup>1</sup> Preparations in a household, safe and unsafe places, evacuation routes, handling of installations and handling under rubble <sup>2</sup> Earthquake mitigation measures, protection and rescue measures <sup>3</sup> Evacuation procedures, acting indoors and outdoors, assistance to the injured under the rubble, Providing first aid			

- <sup>4</sup> Indoor space fire, open fire, vehicle fire, burning person
- <sup>5</sup> Causes and types of floods, flood risk reduction
- <sup>6</sup> Objective hazards under items 5.1.1., 5.1.2., 5.1.3 .;
- <sup>7</sup> Subjective dangers: ignorance of one's own abilities, misjudgments
- <sup>8</sup> Storm, Thunderstorm, Lightning, Winds, Decreased visibility, Torrents, Slippery surfaces, Differences in temperature
- <sup>9</sup> Avalanches, difficulty moving, freezing, wandering, glacial cracks, snow blindness
- <sup>10</sup> Coping, orientation, behavior in case of loss at sea
- <sup>11</sup> Proper handling of household appliances and accessories, electrical hazards, falls from heights, falls in bathtubs and drowning, dangers in the kitchen (burns, etc.)
- <sup>12</sup> Symbols for labeling hazardous chemical agents, symbols on household products (toxic, corrosive, dangerous for the environment), proper handling of chemicals, precautions and protection, first aid in case of chemical contamination
- <sup>13</sup> Food poisoning, drug poisoning, carbon monoxide poisoning
- <sup>14</sup> Air, light, noise
- <sup>15</sup> Burglaries, pickpockets, robberies, violence, risks in night transport
- <sup>16</sup> Addiction abuse, marginalized groups, malicious individuals
- <sup>17</sup> Heavy rains, strong winter and snowfall, ice, hail, heat stroke
- <sup>18</sup> Cold beverages and refrigeration, handling in case of heat stroke and other emergencies, dressing in high temperatures, protection of the elderly, persons with respiratory and heart diseases
- <sup>19</sup> Climate change, drought consequences, drought mitigation measures and activities
- <sup>20</sup> Frostbite, hot drinks, icy rain, dressing in low temperatures, protection of the elderly, people with respiratory and heart diseases
- <sup>21</sup> Hurricane ,storm
- <sup>22</sup> Traffic participants (pedestrians, cyclists, drivers), traffic signals, behaviors of traffic participants, stress situations (weather conditions, cell phone) and their impact on road users
- <sup>23</sup> Traffic accidents, overturning cars, falling cars into water, falls from bicycles and motorcycles
- <sup>24</sup> Walking on the railway, crossing the railway and level crossings, playing along the railway or on railway bridges, climbing on wagons and high-voltage structures, throwing objects on the railway and power lines
- <sup>25</sup> Maritime accidents, speedboating, scooter riding, swimming outside the marked area, diving without markings, behavior on the ferry
- <sup>26</sup> Behavior at the airport, travel documents, luggage, prohibited items on the plane, behavior on the plane

	<p><sup>27</sup> Electric shock, lightning strike, foreign body suffocation, drowning, poisoning, high and low temperatures, stab wounds, bites</p> <p><sup>28</sup> Heart attack, stroke, low blood sugar, asthma attack, convulsions, allergies</p> <p><sup>29</sup> Taking care of yourself and others, recovering from a stressful event</p> <p><sup>30</sup> Self-help skills to reduce fear</p>
<b>TIMETABLE</b>	Duration during two school years
<b>COSTS</b>	Material for making teaching aids, performing exercises, purchasing literature and consumables
<b>EVALUATION AND USE OF RESULTS</b>	It is recommended to use an evaluation questionnaire for students at the beginning and end of the program. The questionnaire proposal is available as one of the results I will survive! project.
<b>LITERATURE</b>	<p>1. Handbook and OER: Surviving skills, IO of the project I will survive!</p> <p>2. Humane vrednote: Priprema za izvanredne situacije s naglaskom na potres, Crveni križ, 15. siječanj 2021. (2. Humane Values: Preparing for Emergencies with Emphasis on Earthquakes, Red Cross, January 15, 2021.)</p> <p>Priprema za izvanredne situacije: Potres (Preparation for emergencies: Earthquake}</p> <p>1. <a href="https://www.hck.hr/UserDocsImages/dokumenti/Mladi/Edukacije%20za%20djecu/Priprema%20za%20izvanredne%20situacije_potres_primjeri%20radionica.pdf">https://www.hck.hr/UserDocsImages/dokumenti/Mladi/Edukacije%20za%20djecu/Priprema%20za%20izvanredne%20situacije_potres_primjeri%20radionica.pdf</a> preuzeto: 7.3.2021.</p> <p>2. Poveznice za video materijale i platformu Hrvaskog crvenog križa „Sigurnija djeca“: Kvizotres (retrieved: 7.3.2021.)</p> <p>2. Links for video materials and the platform of the Croatian Red Cross "Safer Children": Quiz)</p> <p><a href="https://www.youtube.com/watch?v=7XUxZd0rVWE">https://www.youtube.com/watch?v=7XUxZd0rVWE</a></p> <p>Tri tajne kako ostati smiren (Three secrets on how to stay calm)</p> <p><a href="https://www.youtube.com/watch?v=liWMN8r3s44">https://www.youtube.com/watch?v=liWMN8r3s44</a></p> <p>Program sigurnije škole i vrtići (Safer schools and kindergartens program)</p> <p><a href="https://sigurnija-djeca.hck.hr/">https://sigurnija-djeca.hck.hr/</a></p> <p>Što učiniti u slučaju potresa? (What to do in case of an earthquake?)</p> <p><a href="https://www.youtube.com/watch?v=psOzzPq25cQ&amp;ab_channel=DUZSvideo">https://www.youtube.com/watch?v=psOzzPq25cQ&amp;ab_channel=DUZSvideo</a></p>

Brošura „Ljudi su preživjeli katastrofalne potrese, možeš i ti!“ (Brochure “People have survived catastrophic earthquakes, so can you!”)

[https://civilna-zastita.gov.hr/UserDocsImages/CIVILNA%20ZA%C5%A0TITA/PDF\\_ZA%20WEB/SafeQuake%20BROSURA\\_strana10.pdf](https://civilna-zastita.gov.hr/UserDocsImages/CIVILNA%20ZA%C5%A0TITA/PDF_ZA%20WEB/SafeQuake%20BROSURA_strana10.pdf) preuzeto: 7.3.2021. (retrieved: 7.3.2021)

3.

„Dijete i obitelji prije, tijekom i nakon potresa“ (Child and family before, during and after the earthquake)

1.

<https://www.poliklinika-djeca.hr/wpcontent/uploads/2020/12/Djeca-i-obitelji-prije-tijekom-i-nakon-potresa-5MB.pdf> preuzeto: 7.3.2021. (retrieved: 7.3.2021)

Ekstremne temperature Ravnateljstvo civilne zaštite (Extreme temperatures Directorate of Civil Protection)

2.

[https://civilna-zastita.gov.hr/UserDocsImages/CIVILNA%20ZA%C5%A0TITA/PDF\\_ZA%20WEB/Ekstremne%20temperature\\_bro%C5%A1ura%20A5%20-%20web.pdf](https://civilna-zastita.gov.hr/UserDocsImages/CIVILNA%20ZA%C5%A0TITA/PDF_ZA%20WEB/Ekstremne%20temperature_bro%C5%A1ura%20A5%20-%20web.pdf) preuzeto: 7.3.2021. (retrieved: 7.3.2021)

Velike prirodne katastrofe: školski program, HTR (Major natural disasters: school curriculum, HTR)

1. <https://skolski.hrt.hr/emisije/338/velike-prirodne-katastrofe>

Kako se zaštititi od vrućine i hladnoće: (How to protect yourself from heat and cold)

1. <https://www.youtube.com/watch?v=JAwr3BhhqRA>

Materijal-Putokaz-Dan ružičastih majica (Material-Signpost-Day of pink T-shirts)

1. [https://www.zagreb.hr/userdocsimages/arhiva/zdravlje/Materijal\\_Putokaz\\_Dan%20ruzicastih%20majica.pdf](https://www.zagreb.hr/userdocsimages/arhiva/zdravlje/Materijal_Putokaz_Dan%20ruzicastih%20majica.pdf)

Prekini lanac-zaustavimo elektroničko nasilje (Break the chain — stop electronic violence)

1. <https://www.unicef.org/croatia/reports/prekini-lanac-zaustavimo-elektronicko-nasilje-0>

2. <https://www.youtube.com/watch?v=koQPZvjseqI>

3. <https://www.youtube.com/watch?v=Mh-nNr9F8qE>

Grad Zagreb, Gradski ured za socijalnu zaštitu i osobe s invaliditetom: Mladi i sigurnost – osjećaju li se mladi sigurno u Gradu Zagrebu, Zagreb, 2009. (City of Zagreb, City Office for Social Protection and Persons with Disabilities: Youth and Security - Do Young People Feel Safe in the City of Zagreb, Zagreb, 2009.)

4. [https://www.zagreb.hr/UserDocsImages/arhiva/socijalna\\_skrb/Sigurnost%20naslovnica.pdf](https://www.zagreb.hr/UserDocsImages/arhiva/socijalna_skrb/Sigurnost%20naslovnica.pdf)

Penić, J.: Sigurnost kao presudan čimbenik u suvremenom turizmu, Varaždin, 2017. (Penić, J. : Safety as a crucial factor in modern tourism, Varaždin, 2017.)

5. <https://core.ac.uk/download/pdf/198144319.pdf>

Poplave, Ravnateljstvo civilne zaštite (Floods, Directorate of Civil Protection)

- 6.

[https://civilna-zastita.gov.hr/UserDocsImages/CIVILNA%20ZA%C5%A0TITA/PDF\\_ZA%20WEB/Poplave\\_bro%C5%A1ura%20A5%20-%20web.pdf](https://civilna-zastita.gov.hr/UserDocsImages/CIVILNA%20ZA%C5%A0TITA/PDF_ZA%20WEB/Poplave_bro%C5%A1ura%20A5%20-%20web.pdf)

Poplave, Nastavni zavod za javno zdravstvo dr. Andrija Štampar (Poplave, Institute of Public Health Dr. Andrija Štampar)

1. [https://www.stampar.hr/sites/default/files/Aktualno/Dogadjanja/poplave\\_postupanja\\_za\\_gradane.pdf](https://www.stampar.hr/sites/default/files/Aktualno/Dogadjanja/poplave_postupanja_za_gradane.pdf)

Opasnost od strujnog udara uz prugu, HŽ Infrastruktura (Danger of electric shock along the railway, HŽ Infrastruktura)

2. <https://www.hzinfra.hr/wp-content/uploads/2017/01/opasnost-od-strujnog-udara-uz-prugu-brosura.pdf>

Opasno po život, HŽ Infrastruktura (Dangerous to life, HŽ Infrastruktura)

1. <https://www.hzinfra.hr/wp-content/uploads/2019/11/OPASNO-PO-ZIVOT-brosura.pdf>

Pružanje prve pomoći, Priručnik za vozače i sve sudionike u prometu, HCK, Zagreb 2018. (Provision of first aid, Manual for drivers and all traffic participants, HCK, Zagreb 2018.)

- 2.

Naučite prvu pomoć zbog onih koje volite, HCK (Learn first aid for those you love, HCK)

- 1.

<https://www.hck.hr/UserDocsImages/publikacije/Priru%C4%8Dnici/Brosura%20-%20Naucite%20prvu%20pomoc.pdf>

Prometna nesreća – automobil koji tone (Traffic accident - a sinking car)

- 2.

<https://automobili.hr/novosti/zanimljivosti/zapamtite-ovih-5-stvari-jer-bi-vam-mogle-spasiti-zivot-u-automobilu-koji-tone>