



# SIERRA LEONE SCOUTS ASSOCIATION HUMANITARIAN ACTION TOOL KIT VOL 1



Social mobilization by SL Scouts Association during Ebola epidemics in Sierra Leone in 2014



Social mobilization during COVID 19 epidemics in Sierra Leone in 2020



First Aid & CPR Training by SLSA



SLSA Humanitarian Action team in community meeting in Kroobay Community, Freetown 2025



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## MODULE 1: DISASTER MANAGEMENT

### Training/Learning Objectives

At the end of this module, learners will be able to:

- Define hazard, vulnerability, disaster and classify types of disasters relevant to Sierra Leone.
- Explain about Disaster Management, the relationship between Hazard, Vulnerability and Disasters.
- Prevention, Mitigation, Preparedness, Disaster Relief and Response
- Activities and interventions that can, and should be, undertaken before, during and after a disaster.
- How to reduce the impact of Disasters
- Why is Disaster Preparedness Important?
- How do we prepare for Disasters?
- Explain about Disaster Risk Assessment
- How to develop Community Action Plan
- Evacuation, Search and Rescue
- Mitigation Measures
- Public Awareness Campaigns
- Capacity Building/Training
- Damage and Needs Assessment (DANA)
- Rehearsal and Simulation exercise
- What we can do before, during and after: Flood and Fire disasters
- Explain the disaster management cycle: preparedness, response, recovery.
- Demonstrate proper steps to prepare for and respond to disasters.
- Identify community and individual roles in disaster risk reduction.

### Duration

3 hours (including activities and discussion)

### Training Materials and Equipment

1. Flipchart or whiteboard and markers
2. Disaster-type flashcards
3. Videos/images showing different disasters (locally relevant if available)
4. Prepared handouts (disaster management cycle, local disaster risks)
5. Prepared roleplay scenarios
6. Projector and laptop
7. Disaster preparedness kits items: Clean water (3 liters per person per day), Water purification Tabs, Acqua Tabs. Non-perishable food, Manual can opener, First Aid Kit: Bandages, Gauze, Antiseptic, Gloves. Personal medication, Communication & Power: Solar or Hand-crank Radio, Umbrella, Flashlights & extra batteries, Mobile phone & Power banks. Waterproof bags for documents. Cash in small denomination, Hand Sanitizer, Soap, Insect repellent.



## Instruction and notes for Facilitator

### Introduction (60 minutes):

#### Notes

- a. **Hazard:** A hazard is any unusual event that has a potential to threaten people's lives, their property and livelihoods. Some hazards occur naturally or are of natural origin, like earthquakes and volcanic eruptions.

Some hazards are caused by humans, like environmental pollution, deforestation, civil conflicts, toxic gases and chemicals. In recent years, the distinction between natural and human-made hazards is becoming harder to distinguish. For example, the destruction of forests may worsen the damage caused by storm.

Mining and logging activities can make the effects of flooding worse and even cause landslides. However, a hazard by itself is not necessarily a disaster. A hazard only becomes a disaster when it adversely affects people and causes damage to property and/or peoples' livelihoods.

- b. **Vulnerability:** Vulnerability is the extent or degree to which an individual, community, structure, service, or geographic area is likely to be damaged or disrupted by the impact of a particular hazard. Families and communities are said to be vulnerable when they are exposed to known hazards and are likely to be adversely affected by those hazards, when, they occur. But these vulnerable conditions are not the same for everyone.

A family living on the riverbanks, for example, is vulnerable to a specific hazard (in this case floods) and a family whose house is located on higher ground that cannot be reached by floodwaters is not.

- c. **Disaster:** A disaster can be defined as the serious disruption of the functioning of a community, causing widespread human, material or environmental losses, which exceed the ability of the affected people to cope using their own resources.

Disasters can be classified according to several criteria. They are often classified according to their speed of onset (sudden or slow), or according to their cause (natural or man-made).

#### 1. Relationship between hazard, vulnerability and disasters

The probability of a disaster occurring, or what is sometimes called as disaster risk, is a function of the possibility of a hazard occurring at a particular time and place and the level of vulnerability of the people or community that can potentially be affected.

A disaster occurs only when the hazard causes human and material losses for families and communities.

The occurrence of a hazard or natural phenomenon, by itself, is not a disaster, only a flood, or a drought, or wind, etc. A hazard is the "trigger event", which sets off the disaster. For example, it could be a storm, landslide or industrial accident. Without the "trigger event" there is no disaster. Similarly, a population maybe vulnerable to a disaster for many years without a disaster occurring.

Many people, for example, live in unsafe conditions in slums in Freetown, they are unable to construct safe houses, they engage in dangerous livelihoods (e.g. sea fishing) and have low incomes. A disaster happens when these two come together. The "unsafe conditions" or vulnerability is the context where people and property are exposed to the risk of disaster. These make the community vulnerable to a particular hazard.

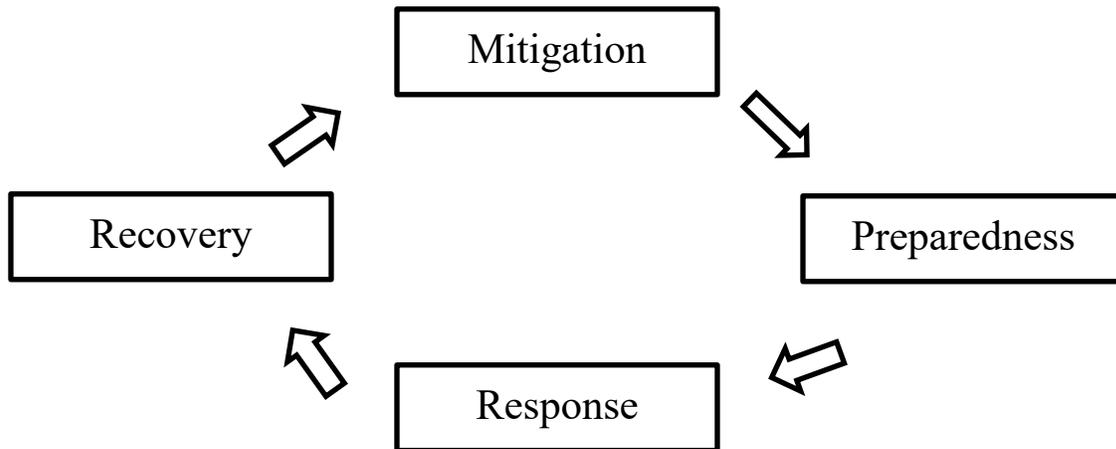


Unsafe conditions or Vulnerability is a combination of interrelated and dynamic factors. One way to help you understand vulnerabilities is by grouping or classifying them into the following three basic categories:

- i. **Physical / Material Vulnerability** – for example, People in Kroo Bay Community in Freetown who have little physical or material resources suffer more from disasters than rich people living at Spur-road in Freetown. People who are poor often live on marginal land; they do not have any savings or insurance; they are in poor health. These factors make them more vulnerable to disasters and mean that they have a harder time surviving and recovering from a calamity than people who are better off economically.
  - ii. **Social / Organizational vulnerability** - People that have been marginalized in social or economic terms are vulnerable to suffering from disasters whereas people who belong to groups which are well organized and in which there is a high commitment to each other suffer less when a disaster strikes.
  - iii. **Attitudinal / Motivational Vulnerability** - people that have low confidence in their ability to affect change or who have “lost heart” and feel defeated by events they cannot control are harder hit by disasters than those who have a sense of their ability to bring about changes they desire.
2. **Disaster Management:** Disaster management is the collective term used to describe all the encompassing aspects of planning and responding to disasters, including post-disaster activities.
- Disaster management refers to the entire range of activities and interventions that can, and should be, undertaken before, during and after a disaster to minimize loss of life, property and human suffering and to hasten recovery.
- **Pre-Disaster:** Prevention Mitigation Preparedness
  - **During Disaster:** Relief & Response
  - **Post-disaster:** Rehabilitation Reconstruction
- a. **Disaster prevention:** These are activities designed to provide permanent protection from the threat of disasters or reduce the intensity or frequency of a hazardous event so that it does not become a disaster. These include activities designed to impede the occurrence of a disaster event and/or prevent such an occurrence from having harmful effects on communities and infrastructure. For example, flood control measures; land use regulations; poverty alleviation programs; provision of basic needs; preventative health care and education. Prevention and mitigation activities are directly linked to development activities.



### 3. DISASTER MANAGEMENT CIRCLE



#### a. MITIGATION

**Definition of Mitigation:** Mitigation is a long-term measure taken to reduce or eliminate the potential impact of disasters before they occur. It focuses on addressing the root causes and vulnerabilities, ensuring that communities are less exposed to risks and better protected.

**Why is Mitigation important?** This phase is crucial because it prevents or lessens the severity of disasters. Without mitigation efforts, communities remain vulnerable to repeated harm and losses.

#### Types of Mitigation Activities

- a. **Structural Mitigation:** Building physical infrastructure like flood levees, retaining walls, dams, and safe buildings designed to withstand earthquakes or storms.
- b. **Non-Structural Mitigation:** Includes zoning laws, land use planning, education, public awareness, environmental protection, and policies that reduce risk exposure.

#### Flood Mitigation in Sierra Leone

Sierra Leone experiences seasonal flooding, especially during the rainy season that affects urban areas like Freetown. Mitigation efforts include:

- a. **Reforestation and riverbank protection:** Planting trees along riverbanks helps reduce erosion and slow down water flow.
- b. **Drainage system improvements:** Clearing drains and constructing channels to divert floodwaters prevents urban flooding.
- c. **Community education:** Local authorities and NGOs educate residents on waste disposal, to avoid clogged drains that worsen flooding.



## **Challenges in Mitigation**

- Limited funding for large infrastructure projects.
- Rapid urbanization without planning increases risk.
- Poor enforcement of building codes and land use regulations.
- Climate change increases frequency and intensity of hazards.

## **Disaster Mitigation:**

Measure taken in advance of a disaster aimed at reducing its impact on society and the environment. These include all measures that can be taken to minimize the destructive and disruptive effects of hazards and thus lessen the magnitude of a disaster. For example, structural measures like building dikes and safer houses, to legislation (i.e. restricting people building houses on the seaward side of a dyke) to non-structural measures such as training, organizing disaster-brigade volunteers, public awareness, food security programs and advocacy on development issues.

## **Mitigation Measures**

Gathering and analysing hazard and vulnerability data and information should lead to the identification of all the relevant non-structural and structural activities and projects that should be implemented in order to reduce the impact of disaster events in the community. Assessing capacities, on the other hand, will show which of the activities and projects the community can already be done (because they require little or no-cost), those they can do with some technical or financial assistance from outside sources and those which only government and/or external organizations and institutions can implement due to the extensive financial and/or technical requirements needed.

## **PREPAREDNESS:**

### **What is Preparedness?**

Preparedness involves the activities and measures that communities, organizations, and individuals undertake to be ready for a disaster. The goal is to ensure efficient, organized, and timely response and minimal loss.

### **What is Disaster Preparedness?**

Despite our best efforts to deal with disasters, conditions are often seen to be worsening. This is because our efforts and activities have always been focused on responding to disasters rather than to prevent or lessen its adverse effects.

The situation is like the situation where we only go out and buy medicine – the “cure” - once we are already sick. Taking the necessary action to prevent the illness to occur is not only more effective but is also the less costly thing to do. This situation is like a disaster event. We react and mobilise to solve the problem; we look for a cure only once something has already happened instead of asking why the disaster happened in the first place.

### **Why is Disaster Preparedness important?**

Obviously, without any preparation for the occurrence of disasters, the adverse impacts of these disasters on the population will be more severe. Effective design and implementation of disaster preparedness plans and activities will minimize the adverse effects of a disaster, both on people and in productive physical assets and property. Experience in many countries have shown that the



cost of pre-disaster interventions (i.e., prevention, mitigation and preparedness activities and projects) is far less compared to the cost of rehabilitating and reconstruction of actual damages caused by a disaster.

### **How do we prepare for disasters?**

The following are some of the key components and activities that have to be undertaken to ensure readiness and ability of a community to respond to disasters. To be most effective, these should be undertaken at all levels starting from national, provincial, district and up to the village or community level

#### **Key Elements of Preparedness**

- **Early Warning Systems:** Mechanisms to detect and communicate impending hazards.
- **Emergency Planning:** Development of response strategies, evacuation plans, and coordination frameworks.
- **Capacity Building:** Training drills, workshops, and education campaigns for responders and the public.
- **Resource Management:** Stockpiling essential supplies such as water, food, medicine, and shelter materials.

#### **a. Community preparedness in Sierra Leone**

Many communities in Sierra Leone have established basic preparedness measures:

- **Scout groups trained in disaster response:** They act as community messengers and responders during floods or other emergencies.
- **Early warnings through radio announcements and mobile alerts:** Local councils inform residents of impending heavy rain or storms.
- **Establishment of evacuation centers:** Safe places identified in villages and towns to shelter people during floods or other disasters.
- **Emergency drills:** Schools and community groups practice fire drills and evacuation procedures.

#### **b. Advantages of Preparedness**

- Minimizes confusion and panic during disasters.
- Save lives by enabling quick and effective response.
- Builds community resilience and confidence.
- Increases collaboration between government, NGOs, and local groups.

#### **c. Preparedness Toolkit for Communities**

- Emergency contact lists and communication chains.
- Maps marking hazards and safe routes.
- Personal preparedness kits containing water, food, flashlights, first aid, and important documents.
- Training manuals on first aid and psychosocial support.

Preparedness that involves measures taken in anticipation of a disaster to ensure that appropriate and effective actions are taken in the aftermath. Preparedness activities attempt to minimize the impact of a disaster by structuring the response and effecting a quick and orderly reaction to the disaster.



Example of disaster preparedness include

- Capacity building to better undertake early warning,
- Search and rescue,
- Evacuation and relief operations.
- Development of and implementation of disaster preparedness plans.
- Stockpiling equipment and supplies for immediate mobilization.
- Emergency communications.
- Simulation exercises.
- Public awareness programs.

## **RESPONSE**

Applies to those extraordinary measures required in search and rescue of survivors, as well as to meet the basic need for shelter, water, food and health care. This includes essential services and activities that are undertaken in the aftermath of a disaster to assist affected people. Examples search for and rescue of survivors; provision of food and non-food relief; emergency health; psychosocial interventions, repairing critical facilities (e.g. bridges, power/communication lines).

**Rehabilitation & Reconstruction:** Reconstruction is the term used to describe involves taking permanent measures undertaken to repair, or replace, damaged houses and infrastructure and to get the economy going. Actions include construction of permanent housing and full restoration of all services. Rehabilitation and recovery refer to the process undertaken by a disaster-affected community to fully restore itself to a pre-disaster level of functioning. Rehabilitation covers interventions to restore basic services to facilitate recovery of the affected people. Examples are assistance to people to repair their houses; the re-establishment of essential services, such as community facilities and the revival of key social and economic activities.

## **Reducing the impact of disasters**

In the previous section, we illustrated the relationship between hazards, vulnerability and disasters as follows: Hazards are the source of threats. Hazards create disasters by exposing preexisting vulnerabilities.

If the scale of hazard is too big, if vulnerabilities are too great and the capacity of people is insufficient then emergencies may not be managed locally, the communities may not be able to cope, and disaster will occur. Even in emergency situations disaster survivors have capacities. They are not entirely helpless victims but have coping mechanisms on which to build on for emergency response and recovery.

Capacities are the resources, means and strengths that exist in any household and community that can enable them to respond, cope with, withstand, prepare for, mitigate or quickly recover from a disaster. These qualities increase the ability of an individual or community to cope with a threatening event or process. Coping means managing “resources” in adverse situations. Coping can include active ways of solving problems. “Coping mechanisms” are employed when poor individuals or communities face difficulties in recovering from a disaster.



## RECOVERY

### What is Recovery?

Recovery is the process of returning a community to normal or improved conditions following a disaster. It involves rebuilding infrastructure, restoring services, and supporting affected populations both physically and psychologically.

### Recovery Components

- **Reconstruction:** Repairing homes, schools, roads, and utilities.
- **Livelihood Restoration:** Restarting agriculture, markets, and employment.
- **Health and Psychosocial Support:** Addressing physical injuries and emotional trauma.
- **Disaster Risk Reduction Integration:** Applying lessons learned to reduce vulnerability for future events.
- **Community Participation:** Ensuring affected people have a say in recovery priorities.

### Recovery Challenges

- Funding gaps delaying reconstruction work.
- Coordination among multiple actors can be complex.
- Addressing the needs of vulnerable groups like children, elderly, and disabled.
- Risk of dependency on aid without sustainable solutions.

## DISASTER RISK ASSESSMENT

The first step to take to be prepared for disasters is to get a good picture of the existing situation or condition in the community. This is achieved by gathering data and information about the hazards, vulnerability and capacities present in the area. The analysis of this will then form the basis in the determination of any and all future activities and projects. In addition, it will be necessary to know who and where the most vulnerable are and what how people cope with disasters.

## DEVELOPING COMMUNITY ACTION PLAN

What can community members do to cope with disaster?

Disaster preparedness activities is very critical is to disaster preparedness plans as a community. The emphasis of a disaster preparedness plan should be anticipated to the resources and logistics necessary to implement these components and the most effective ways of meeting those requirements.

An effective disaster preparedness plan gives practical guidelines on its various components, including a specific focus on the following:

## EARLY WARNING SYSTEM

For most types of rapid onset disasters, a warning system can save many lives by giving a vulnerable population adequate notice of an impending disaster they can either escape the event or take precautions to reduce the dangers. The most appropriate means of obtaining and disseminating forecast and early warning information must be defined within the disaster preparedness plan. It is imperative that early warning messages must reach and be understood by the people that will potentially be affected. An effective early warning system should also identify how we provide information to people and who is responsible at different levels for this



## **EVACUATION**

People should be aware of the historical places for evacuation in their communities, the local authority plan for evacuation and alternative routes to the evacuation place. The roles and responsibilities of the different disaster management officials at the different levels should then be clearly outlined in the planning process. Provision for other equally important aspects of water and sanitation, shelter and food provisions in evacuation or safe areas should also be considered within the context of preparedness activities for evacuation.

## **SEARCH AND RESCUE:**

Activities should be undertaken to organize disaster response teams or brigades. These teams should be trained and be present at provincial, district, commune and village levels to undertake search and rescue both on land and water. Team members should know the principles of search and rescue as well as basic life-saving techniques and First Aid.

## **PUBLIC AWARENESS CAMPAIGNS**

There are several waves of awareness campaigns that will be required. The disaster risk reduction process will only be effective if those who are the ultimate beneficiaries know what to do in times of disasters and know what to expect. For this reason, an essential part of disaster preparedness is the education of those who may be threatened by disasters. Preparedness measures that should be taken by families and communities to reduce the impact of the disaster should also be disseminated. People, especially those in high-risk areas, should also know about Capacity Building and Training disaster plans and activities so that they are able to participate.

## **CAPACITY BUILDING AND TRAINING**

Capacity Building and Training disaster plans and activities so that they can participate. Training of all community leaders and members involved in the implementation, in whole or in part, of the disaster preparedness plan is essential. Those responsible for issuing warnings must be trained as well as those who will have direct relief functions. Training cannot be a one-time event. Refresher courses are essential. Training should be active in every way possible. Training courses should be conducted specifically for all those involved.

## **DAMAGE AND NEEDS ASSESSMENT (DANA)**

There should be a prepared and agreed upon system and procedure set for the conduct of damage and needs assessment among community stakeholders. This is very important because it would be very difficult to decide what form of response or assistance will be effective without accurate knowledge of the extent of damage. The primary purpose of this assessment is to provide a clear, concise picture of the postdisaster situation, to identify relief needs and to develop strategies for recovery. This will determine the options for humanitarian assistance, how best to utilize existing resources, or to develop requests for further assistance.



## **REHEARSAL AND SIMULATION EXERCISES**

Rehearsals, drills or simulation exercises must be conducted system-wide and taken seriously. System-wide means that all the components which would be involved in a real disaster situation, from central to local authorities, should be rehearsed. Cynicism and half-heartedness will probably affect the rehearsal, but this should nevertheless be seriously pursued because it is the nearest anyone will get, until disaster strikes, to seeing if the plan is effective.

## **2. THINGS TO DO; BEFORE, DURING AND AFTER FLOOD AND FIRE DISASTERS**

### **BEFORE FLOODS**

- a. Attend community meeting with the Scouts and local authority to be able to access to information about flood preparedness or warning.
- b. Listen to the TV, radio or public loudspeakers for flood warnings and follow up the local flood situation and level.
- c. Move all domestic animals and movable goods to the high ground or raised platform.
- d. Reserve food, for both human and animal.
- e. Protect your valuables and important documents by putting them into a waterproof bag and store in a dry and high place.
- f. Reserve enough food and water for at least one week in a high and safe place.
- g. If possible, reinforce your house and make it more flood-proof. Help protect your house by filling sandbags and putting them around the house.
- h. If your family has a boat, make sure that it is well maintained and can be used when necessary.
- i. Make sure that you can escape through a window, or through the roof, should the water level become too high.
- j. Identify where to evacuate to if necessary and how to get there.
- k. Protect your water supply by covering your well and water containers, etc.
- l. Know where you can get help if someone in your family is injured. For example, you should know where the houses of Sierra Leone Red Cross Society members and health workers are.

### **DURING FLOODS**

- a. Keep your domestic animal away from flood water .
- b. Check water sources for contamination. Refrain from eating fish or other food from collected from this area.
- c. Switch off all electricity supply to your house at the main source.
- d. Move up to a high and safe place, for example, a two-storey building or a hill.
- e. Watch out for snakes or other dangerous animals as these will also move to the higher ground.
- f. Don't walk into water if you see that an electricity wire or post has fallen into the water or touch any electrical socket to prevent electrocution.
- g. Don't walk, swim, ride a motor bike or bicycle, play or work in flooded areas as you could be swept away and drown. Even if the water is calm you could fall into a hole, as you cannot see it.



- h. Wear a life jacket if you have one. If not, you can use other things that float to hold onto. For example, inner tubes, big empty, plastic containers, or banana trees can be used as life buoys if you have to move into a flooded area.
- i. Keep away from riverbanks or springs in the flooded areas as these may be undermined and may collapse.
- j. Don't drink floodwater. Instead collect and use rainwater to drink and cook with. Try always to boil the water. If you have no alternative, use filtered or purified water (using chemicals).
- k. Don't eat spoiled food or food that was soaked in floodwater. Such food is not clean (as there are a lot of bacteria in it) and you could be infected and become ill.

### **AFTER THE FLOODS**

- a. Use mosquito nets when you sleep during the day and at night to prevent mosquito and insect bites.
- b. Don't go to areas near to riverbanks, or where there was landslide or to where there are no people living.
- c. Don't enter any house/buildings that have been flooded unless they are checked by adult.
- d. Don't touch any damp electrical sockets or turn on the electricity until everything is dry or has been checked.
- e. Don't use any food that soaked in floodwater.
- f. Ask the Red Cross staff or Health Workers to check the water quality and to clean your well before using it again.
- g. Repair your latrine.
- h. Seek medical help if you or any of your family members become ill.
- i. Participate in cleaning up the environment in your area.
- j. Participate in community meeting to be able to access to information about flood.

### **FIRE**

Things that should be done to protect against fire:

- a. Don't play with fire, matches or lighters.
- b. Keep lighter and matches out of reach of children
- c. Don't place flammable material near cooking area.
- d. Don't burn rice-straw or waste near your house.
- e. Keep fire distinguisher or bucket of water handy at home, school or place of work.
- f. Keep candle and lamps away from bed and place them in a stable platform before going to bed.
- g. Don't smoke on the bed especially when drunk.
- h. Make sure that the gas hose is properly connected to the gas pipe. Repair it if there is unusual problem.
- i. Put your valuable paper (ID card, birth certificate, married certificate) in one bag that you can easily carry to the safety if ever fire happen.
- j. Don't leave your kitchen when you are cooking.
- k. Check electric wires and household appliances regularly and make any necessary repairs.



- l. Talk about fire with your family and agree on what each one of you should do in case of fire.
- m. In case of fire, shout “Fire!” and get out of the house as quickly as possible. Once you are outside, stay out and call for help. You should never go back into a burning building.
- n. If you are caught in a smoke filled room, crawl on your knees to get under the smoke and escape as quickly as possible.
- o. If your clothes catch fire, drop to the ground, cover your face and roll back and forth until the flames go out. Don’t run, as it will make the fire burn faster.
- p. If you or someone in your family has been injured by fire, immediately cool the burnt area with clean water.

## SCENARIO EXERCISES FOR SCOUT PATROLS

**PATROL:** Lion

**COMMUNITY:** Flood-prone Community

### DRR Tasks

1. Conduct a community hazard & vulnerability survey focusing on flood risk areas, especially near rivers or drainage channels affected by illegal construction, logging mining activities.
2. Map evacuation routes and safe zones using simple community maps; highlight areas where mining has altered water flow.
3. Educate residents on flood preparedness, including safe water storage, creating emergency kits, and recognizing flood early warning signs.
4. Organize clean-up campaigns to remove debris and blockages in drainage channels to reduce flooding.

**PATROL:** Fox Patrol

**COMMUNITY:** Fire-prone Community

### DRR Tasks

1. Identify and clear fire breaks in a slum community prone to fire outbreaks.
2. Raise awareness on cooking and heating safety, focusing on how improper fires can lead to wildfires.
3. Demonstrate and conduct basic firefighting drills using buckets, sand, or small fire extinguishers in the community.
4. Assist in promoting safe land clearing practices that minimize fire risk after logging, improper electrification activities.



**PATROL:** Eagle Patrol

**COMMUNITY:** Storm-prone Community

**DRR Tasks**

1. Assess and reinforce community shelters or identify safe buildings that can withstand strong storms, especially considering weakened forests after logging.
2. Educate on storm preparedness: securing roofs, windows, and outdoor items; importance of early warnings.
3. Develop an early warning message dissemination plan using local communication method (megaphones, community radios).
4. Help in planting trees and establishing buffer zones to reduce storm damage, focusing on reforestation after logging.

**PATROL:** Lion Patrol

**COMMUNITY:** Environmental Impact Awareness & Sustainable

**DDR Task**

1. Conduct awareness sessions on impacts of mining and logging on disaster risk, explaining how these activities increase susceptibility to floods, fires, and storms.
2. Promote sustainable resource management practices among community members (e.g., controlled logging, mining rehabilitation).
3. Lead tree-planting campaigns to restore degraded land and improve ecosystem resilience.
4. Document and report community concerns related to mining/logging activities and their influence on disaster risk to local authorities or NGOs.



## MODULE 2: FIRST AID AND CPR

### Training/Learning Objectives

At the end of this module, learners will be able to:

- Identify common injuries and medical emergencies during disasters.
- Perform basic first aid procedures: treating cuts, burns, fractures, and shock.
- Demonstrate CPR (Cardiopulmonary Resuscitation) on a mannequin or using visual aids.
- Understand when to seek professional medical help.

### Duration

3.5 hours (including hands-on practice)

### Training Materials and Equipment

- First aid kits
- Bandages, gauze, antiseptics, gloves
- CPR mannequins or visual aids/videos
- First aid instruction posters/cards
- Sink or water source (for practical hygiene demonstration)
- Disposable gloves, face masks for practice

### Instruction to Facilitator

1. **Introduction and injury types (30 minutes):**  
Discuss common disaster injuries and importance of first aid.
2. **Practical First Aid demonstration (1 hour):**  
Step-by-step demo of dressing wounds, stopping bleeding, treating burns, splinting fractures.
3. **CPR Introduction (45 minutes):**  
Explain basics of CPR. Demonstrate compressions and rescue breaths. Ensure safety and hygiene.
4. **Hands-on Practice (1 hour):**  
Learners practice first aid skills and CPR in pairs or small groups under facilitator supervision.
5. **When to call for help (15 minutes):**  
Provide guidance on situations requiring emergency medical assistance.
6. **Conclusion and review (20 minutes):**  
Answer questions, emphasize safety, and encourage continuous learning.

### Work for Facilitator to prepare in advance

- Inspect and prepare first aid kits with necessary supplies
- Arrange mannequins and cleaning materials
- Review CPR procedures and prepare teaching aids
- Ensure hygienic environment for practice

### Review Questions

- What are the first steps when you see an injured person?
- How do you stop bleeding using a bandage?



- What is CPR and when should it be used?
- Why is hygiene important when giving first aid?

## **SCENARIO EXERCISES FOR SCOUT PATROLS**

### **TOPIC: First Aid**

#### **PATROL: Lion Patrol**

**SCENARIO DESCRIPTION:** Fracture from a fall: A scout has fallen from a tree and appears to have a broken arm

#### **TASK**

- Assess the scene for safety.
- Check victim's consciousness and breathing.
- Immobilize the fractured arm with a splint (using available materials).
- Reassure the victim and keep them still until further help arrives.

#### **PATROL: Fox Patrol**

**SCENARIO DESCRIPTION:** Burn injury: A scout suffers a burn while handling camping stove fuel

#### **TASK**

- Stop the burning process; ensure source removed.
- Cool the burn with clean, cool water for 10-20 minutes.
- Cover the burn with sterile gauze or clean cloth (non-stick).
- Avoid applying creams/ointments or breaking blisters.
- Monitor for shock and treat accordingly.

#### **PATROL: Eagle Patrol**

**SCENARIO DESCRIPTION:** Choking: A scout is choking on a small object during meal time.

#### **TASK:**

- Recognize signs of choking (inability to talk, cough, or breathe).
- Deliver appropriate back blows and abdominal thrusts (Heimlich maneuver).
- If the victim loses consciousness, begin CPR and call for emergency aid.

#### **PATROL: Tiger Patrol**

**SCENARIO DESCRIPTION:** Bleeding injury: A scout has sustained a deep cut from a camping knife.

**Task**

- Apply direct pressure to control bleeding using a clean cloth.
- Elevate the injured limb if no fracture suspected.
- Clean around the wound without contaminating it directly.
- Apply a sterile dressing and bandage firmly but not too tight.
- Monitor for signs of shock and keep the victim calm.

**NOTE:**

1. Team members should assign roles: first aider, helper, and recorder.
2. Demonstrate clear communication while providing aid.
3. Emphasize safety for both victim and responders.
4. Review after simulation to discuss what was done well and improvements.



## MODULE 3: MENTAL HEALTH IN EMERGENCIES

### Training/Learning Objectives

At the end of this module, learners will be able to:

- Understand the impact of disasters on mental health, particularly for youth.
- Recognize common psychological reactions to emergencies (stress, fear, trauma).
- Identify basic techniques for self-care and peer support during emergencies.
- Know where and how to seek professional mental health support.

### Duration

2.5 hours

### Training Materials and Equipment

- Flipchart/whiteboard and markers
- Handouts on signs of stress and coping mechanisms
- Videos or storytelling about mental health during disasters
- Relaxation exercise guides
- Roleplay cards

### Instruction to Facilitator

1. **Introduction to Mental health (30 minutes):**  
Explain how disasters affect mental health. Use simple language.
2. **Common reactions to disaster (30 minutes):**  
Discuss emotional responses, stress signals, and behavior changes.
3. **Self-Care and Peer support techniques (40 minutes):**  
Teach breathing exercises, positive communication, active listening.
4. **Roleplay and discussion (30 minutes):**  
Practice peer support scenarios and discuss.
5. **Resources and referral information (20 minutes):**  
Identify available support services locally.
6. **Wrap-up and reflection (30 minutes):**  
Encourage sharing feelings, provide resource handouts.

### Work for Facilitator to Prepare in Advance

- Prepare handouts and roleplay cards
- Source suitable videos or stories
- Prepare relaxation exercise instructions
- Research local mental health resources for referral info

### Review Questions

- How can disasters affect a person's mental health?
- What are some signs that someone is stressed or traumatized?
- Name one way you can support a friend who is upset after a disaster.
- Where should you go if someone needs professional help?



## SCENARIO EXERCISES FOR SCOUT PATROLS

**PATROL:** Lion Patrol

Scenario description: **Recognizing Stress and Trauma in Disaster Victims**

### TASKS

- a. Discuss common emotional and psychological reactions during emergencies (e.g., fear, anxiety, confusion).
- b. Role-play identifying signs of distress in affected individuals or peers.
- c. Prepare a simple checklist of signs to watch for (withdrawal, agitation, crying).

**PATROL:** Eagle Patrol

**SCENARIO DESCRIPTION:** Providing Psychological First Aid (PFA)

### TASK

- Learn and practice basic PFA steps: Look, Listen, and Link.
- Simulate offering calm, empathetic listening to a distressed person.
- Discuss supportive phrases and how to provide practical help without judgment.

**PATROL:** Fox Patrol

**SCENARIO DESCRIPTION:** Supporting Peers and Promoting Resilience

### TASK

- Create plans for peer support groups or buddy systems in emergencies.
- Identify positive coping strategies (relaxation, talking, problem-solving).
- Develop and perform a short skit showing how to encourage hope and resilience.

**PATROL:** Tiger Patrol

**SCENARIO DESCRIPTION:** Raising Community Awareness on Mental Health Post-Disaster

### TASK:

- Design and prepare simple awareness materials (posters/flyers) on mental health importance in emergencies.
- Plan a community talk or demonstration emphasizing destigmatization.
- Include tips on how to seek help and where to find professional support.

### NOTE:

- Emphasize confidentiality, respect, and sensitivity in all activities.
- Encourage scouts to understand that mental health is as important as physical health.
- Debrief after activities to discuss feelings and learning points.
- Highlight local mental health resources if available.



## MODULE 4: SECURITY MANAGEMENT IN EMERGENCIES

### Training/Learning Objectives

At the end of this module, learners will be able to:

- Understand the importance of personal and community security during disasters.
- Identify common security risks faced during emergencies.
- Apply basic personal safety measures and situational awareness.
- Follow appropriate protocols to stay safe in emergencies and protect others.

### Duration

2.5 hours

### Training Materials and Equipment

- Flipchart or whiteboard and markers
- Security risk scenario cards
- Roleplay and discussion prompts
- Maps for evacuation routes and safe zones
- Safety whistles or signal devices

### Instruction to Facilitator

1. **Introduction to Security Risks (30 minutes):**  
Provide examples of security challenges during disasters (theft, violence, crowding).
2. **Personal Safety and Situational Awareness (40 minutes):**  
Teach scouts how to observe surroundings, avoid dangers, and protect belongings.
3. **Community Security and Cooperation (30 minutes):**  
Discuss the role of community vigilance and supporting vulnerable groups.
4. **Roleplay and Scenario Analysis (40 minutes):**  
Practice responding safely to security threats.
5. **Planning Safe Evacuations (20 minutes):**  
Review importance of evacuation plans and routes.
6. **Summary and Q&A (10 minutes):**  
Answer questions and recap key safety points.

### Work for Facilitator to Prepare in Advance

- Prepare security scenario cards
- Research local security concerns during emergencies
- Arrange materials for roleplay
- Ensure knowledge about local evacuation plans



## SCENARIO EXERCISES FOR SCOUT PATROLS

**PATROL:** Lion Patrol

**SCENARIO DESCRIPTION:** Establishing Perimeter and access control

### TASK

- Set up safe perimeter boundaries around an emergency site.
- Control entry and exit points to prevent unauthorized access.
- Use ropes, signs, or natural markers to delineate secure

**PATROL** Eagle Patrol

**SCENARIO DESCRIPTION:** Crowd Management and Communication

### TASK

- Develop strategies to guide and organize crowds during evacuation.
- Use clear, calm communication to direct people safely.
- Practice role-playing managing panic and confusion.

**PATROL:** Fox Patrol

**SCENARIO DESCRIPTION:** Protecting Property and Resources

### TASK

- Identify critical community assets and suggest methods to safeguard them.
- Plan for patrolling vulnerable areas to deter looting.
- Discuss coordination with local authorities for security

**PATROL:** Tiger Patrol

**SCENARIO DESCRIPTION:** Personal and Team Security Awareness

### TASK

- Conduct a risk assessment exercise identifying potential threats during emergencies.
- Teach scouts to maintain situational awareness.
- Practice buddy systems and safe movement in hazardous

### NOTE

- Encourage scouts to think about security as both physical safety and psychological reassurance.
- Emphasize respect for people's rights and privacy even when maintaining order.
- Discuss coordination with emergency responders and law enforcement.
- Incorporate communication tools like whistles, flags, or radios if available.



## MODULE 5: PSYCHOSOCIAL SUPPORT IN DISASTER MANAGEMENT

### Training / Learning Objectives

At the end of this session, learners will be able to:

- Define psychosocial support and understand its importance during and after disasters.
- Recognize common emotional and psychological reactions in themselves and peers after a disaster.
- Apply basic psychosocial support techniques to help themselves and others cope.
- Identify when and how to seek professional help or community resources.

### Duration

1 hour (60 minutes)

### Training Materials and Equipment

- Flipchart or whiteboard and markers
- Printed handouts summarizing key concepts and self-help tips
- Roleplay scenario cards
- Pens and notebooks for learners
- Optional: short video clip illustrating psychosocial support in disaster settings

### Facilitator's Notes

#### Introduction (10 minutes):

Introduce the concept of psychosocial support: helping people cope emotionally and socially after stressful events like disasters. Distinguish between physical safety and emotional well-being.

#### Discussion (15 minutes):

Engage learners in a discussion of how disasters might affect feelings and behavior. Possible reactions include anxiety, fear, sadness, anger, or confusion. Emphasize that these responses are normal.

#### Techniques and Support (20 minutes):

Present basic coping strategies: active listening, showing empathy, encouraging talk about feelings, maintaining routines, and practicing relaxation exercises. Use practical examples and demonstrate.

#### Roleplay Activity (10 minutes):

Divide learners into small groups. Give each group a scenario involving a peer experiencing distress after a disaster. Learners role-play providing psychosocial support using the techniques learned.

#### Summary and Questions (5 minutes):

Recap key points. Answer any questions. Provide handouts for further reading.

### Instructions to Facilitator

- Use simple, age-appropriate language and encourage open dialogue.
- Create a safe and supportive environment for learners to share experiences.
- Guide roleplays gently, ensuring respect and sensitivity.
- Reinforce the message that it's okay to seek help when needed.
- Adapt examples to local cultural context and common disaster experiences in Sierra Leone.



### **Work for Facilitator to Prepare in Advance**

- Prepare and print handouts summarizing psychosocial support basics.
- Develop roleplay scenarios relevant to local disaster contexts (e.g., floods, fires).
- Arrange audiovisual equipment if using videos.
- Review psychosocial support principles and prepare to manage sensitive discussions.

### **Review Questions**

1. What is psychosocial support and why is it important after a disaster?
2. Name three common feelings people may experience after a disaster.
3. What are two ways you can help a friend who is upset after a disaster?
4. When should someone seek professional help for emotional problems

## **SCENARIO EXERCISES FOR SCOUT PATROLS**

**PATROL:** Lion Patrol

**SCENARIO DESCRIPTION:** Identifying Emotional Needs of Disaster Survivors

### **TASK**

- Learn to recognize signs of distress, grief, and trauma.
- Conduct role-plays identifying emotional responses.
- Prepare a checklist of common psychosocial needs (e.g., companionship, reassurance).

**PATROL:** Eagle Patrol

**SCENARIO DESCRIPTION:** Providing Comfort and Active Listening

### **TASK**

- Practice active listening skills in simulated conversations.
- Use empathetic communication to comfort survivors.
- Demonstrate simple comforting techniques (e.g., calm)

**PATROL :** Fox Patrol

**SCENARIO DESCRIPTION:** Organizing Community Support Activities

### **TASK**

- Plan group activities that promote social support and normalcy (e.g., games, storytelling, group discussions).
- Encourage inclusive participation to reduce isolation.
- Discuss the importance of restoring routines.



**PATROL:** Tiger Patrol

**SCENARIO DESCRIPTION:** Promoting Awareness about Psychosocial Services

**TASK**

- Develop informational posters or flyers about available psychosocial and mental health services.
- Prepare a short talk or presentation for the community about the value of seeking help.
- Include contact info for local counselors or support

**NOTE:**

- Emphasize confidentiality, patience, and non-judgmental attitudes.
- Debrief after simulations to discuss feelings and learning points.
- Highlight the importance of self-care for helpers as well.
- Coordinate with professional psychosocial support providers when possible.



# SIERRA LEONE SCOUTS ASSOCIATION

## Vulnerability and Resilience Assessment Questionnaire

### Section 1: Community Demographics

1. **Community Name:** \_\_\_\_\_ **Date of Assessment:** \_\_\_\_\_
2. **Location/Area within Kroobay:** \_\_\_\_\_ **Total Population:** \_\_\_\_\_
3. **Age Distribution:**
  - Children (0-14 years): \_\_\_\_\_ Youth (15-24 years): \_\_\_\_\_
  - Adults (25-64 years): \_\_\_\_\_ Elderly (65+ years): \_\_\_\_\_
4. **Gender Distribution:**
  - Male: \_\_\_\_\_ Female: \_\_\_\_\_
5. **Household Size:**
  - Average household members: \_\_\_\_\_ Range of household sizes: \_\_\_\_\_
6. **Housing Types (check all that apply):**
  - Wooden structures: [ ] Metal sheet shelters: [ ] Concrete houses: [ ]
  - Tents or makeshift shelters: [ ] Other: \_\_\_\_\_
7. **Population with disabilities or chronic health conditions:** \_\_\_\_\_
8. **Ethnic or cultural groups present:** \_\_\_\_\_

### Section 2: Socioeconomic Status

1. **Primary Sources of Livelihood:**
  - Informal trading: [ ] Fishing: [ ] Construction labor: [ ] Domestic work: [ ]
  - Small-scale farming: [ ] Other (please specify): \_\_\_\_\_
2. **Average household income (monthly):** \_\_\_\_\_
3. **Ownership of housing:**
  - Owned: [ ] Rented: [ ] Other: \_\_\_\_\_
4. **Access to formal education (highest level reached):**
  - None: [ ] Primary: [ ] Secondary: [ ] Tertiary: [ ]
5. **Access to healthcare services:**
  - Yes: [ ] No: [ ] Distance to nearest health facility (km): \_\_\_\_\_
6. **Type of Health Care services available in Community**
  - PHU [ ] CHU [ ] Pharmacy [ ] Others (Specify) \_\_\_\_\_
7. **Access to clean water:**
  - Piped water: [ ] Borehole: [ ] Well: [ ] Other: \_\_\_\_\_
8. **Sanitation facilities available:**
  - Flush toilets: [ ] Pit latrine: [ ] Shared facilities: [ ] Open defecation: [ ]
9. **Food security status:**
  - Frequently experience hunger: [ ] Occasionally experience hunger: [ ]
  - Food secure: [ ]

### Section 3: Vulnerabilities and Risks

#### A. Flooding

1. **Frequency of flooding in the community:**
  - Regular (monthly): [ ] Seasonal (rainy season): [ ] Rare: [ ]
2. **Impact of flooding (check all that apply):**
  - Damage to homes: [ ] Loss of livelihoods: [ ] Displacement: [ ]



- Water contamination: [ ] Disease outbreaks: [ ]
- 3. **Major causes of flooding:**
  - Poor drainage systems: [ ] Heavy rains: [ ] Blocked waterways: [ ]
  - Other: \_\_\_\_\_

### B. Drought

1. **Frequency of drought conditions affecting water availability:**
  - Often: [ ] Occasionally: [ ] Rarely: [ ]
2. **Effects of drought on the community:**
  - Water shortages: [ ] Reduced agricultural productivity: [ ]
  - Livestock health issues: [ ] Food insecurity: [ ]

### C. Fire Incidents

1. **Incidence of fires in the community:**
  - Frequently: [ ] Occasionally: [ ] Rarely: [ ]
2. **Common causes of fires:**
  - Cooking methods: [ ] Electrical faults: [ ] Arson: [ ]
  - Other: \_\_\_\_\_
3. **Impact of fires:**
  - Loss of homes: [ ] Injury or death: [ ] Loss of property or livelihoods: [ ]

### D. Drug Consumption

1. **Prevalence of drug use/substance abuse:**
  - High: [ ] Moderate: [ ] Low: [ ]
2. **Drug Use Patterns:** How is drug used : Illegal [ ] Health reason
3. Which substances have you used? Cannabis (weed, marijuana) [ ] Cocaine [ ]  
Heroin [ ] Local herbal or traditional substances [ ] Kush [ ] Tramadol [ ] Ecstasy [ ]  
Others (specify) \_\_\_\_\_
4. At what age did you first try these substances? \_\_\_\_\_
5. Where do you usually obtain these substances?
  - From friends [ ]
  - Dealers [ ]
  - Markets [ ]
  - Prescriptions with medical supervision [ ]
  - Prescription without medical supervision [ ]
  - Other (please specify)
6. **Perceptions and Attitudes**  
Do you believe drug use is a problem in your community? (Yes/No)
7. What are the main reasons for drug use among community members?
  - Peer pressure
  - Stress
  - Recreation
  - Traditional practices) 14. Are there community or family influences that encourage or discourage drug use?
8. **Types of substances commonly used:** \_\_\_\_\_
9. Impact on community safety and well-being:
  - Increased violence: [ ] Family disruptions: [ ] Health issues: [ ]

### E. Disease Outbreaks

1. Common communicable diseases in the community: \_\_\_\_\_
2. Frequency of outbreaks (e.g., cholera, malaria, Typhoid, COVID-19):



- Regular (monthly or more): [ ], Seasonal: [ ], Rare: [ ]
- 3. **Community capacity to respond to health emergencies:**
  - Adequate health facilities: [ ], Community awareness: [ ]
  - Access to vaccines and medicines: [ ]

**F. Economic Outbreaks (e.g., Market Crashes, Price Fluctuations)**

1. **Frequency of economic shocks affecting livelihoods:**
  - Frequently: [ ]
  - Occasionally: [ ]
  - Rarely: [ ]
2. **Impact on households:**
  - Loss of income: [ ] Increased food insecurity: [ ] Increased debt: [ ]

**Section 4: Community Resources and Resilience**

1. Existing community organizations or groups: \_\_\_\_\_
2. Presence of local leaders or authorities: \_\_\_\_\_
3. Availability of emergency response mechanisms (e.g., early warning systems): \_\_\_\_\_
4. Community assets (e.g., health clinics, schools, markets): \_\_\_\_\_
5. Access to information and communication channels (radio, mobile, notice boards): \_\_\_\_\_
6. Existing coping strategies for disasters (e.g., savings groups, mutual aid): \_\_\_\_\_
7. Community participation in disaster preparedness activities: \_\_\_\_\_

**Section 5: Needs and Gaps**

1. **Prioritized community needs (check all that apply):**
  - Improved drainage and flood control: [ ] Access to clean water: [ ]
  - Better sanitation facilities: [ ] Healthcare access and services: [ ]
  - Food security and nutrition programs: [ ] Skills training and employment opportunities: [ ] Disaster preparedness and response training: [ ]
  - Substance abuse prevention programs: [ ] Housing improvements or relocations: [ ]
  - Other (please specify): \_\_\_\_\_
2. **Key gaps in current community resilience:**
  - Lack of infrastructure: [ ] Insufficient health services: [ ]
  - Limited community awareness or education: [ ] Poor governance or leadership: [ ]
  - Limited economic opportunities: [ ] Other: \_\_\_\_\_
3. **Additional comments or observations regarding community vulnerabilities, strengths, or urgent needs:**