

# سکول ڈیزاسٹر ایجوکیشن کے لیے گائیڈ لائنز تجربات کا اظہار اور تشہیر

## Guidelines for School Disaster Education Express and Extend Experiences





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## Note

Opinions expressed in this publication are those of the authors and do not necessarily reflect those of National Research Institute for Earth Science and Disaster Prevention (NIED), Earthquake Disaster Mitigation Research Center (EDM), United Nations Centre for Regional Development (UNCRD), Kyoto University, and STAR Foundation.

## شکریہ

یہ اشاعت بہت سے لوگوں کی مشترکہ عملی محنت کا نتیجہ ہے۔ پراجیکٹ ٹیم نے باغ آزاد جموں و کشمیر (AJK)، پاکستان میں مضامین اور ڈرائینگ کے مقابلہ جات کا انعقاد کیا۔ یہ اشاعت مقابلہ جات کے اسباق کی بنیاد پر بنائی گئی۔ گائیڈ لائن کی تیاری اور زلزلے کے تجربات جو کتابی شکل میں ہیں، کو بنانے کے لیے باغ آزاد کشمیر، پاکستان کے اساتذہ اور طلباء کا مشترکہ عملی کام بہت مفید ثابت ہوا۔ آخر میں پراجیکٹ ٹیم EDM-NIED، UNCRD اور Kyoto University اور شارفاؤنڈیشن نے خاص طور پر تحقیقاتی ادارہ ہیوگو ہیاڈزلزلہ 21 ویں صدی کا شکر یہ ادا کیا جس نے اس پراجیکٹ کی مالی معاونت کی۔

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### نوٹ

اس اشاعت میں مصنفین نے جن خیالات کا اظہار کیا ہے وہ خیالات ’’قومی تحقیقاتی ادارہ برائے زمینی سائنس اور روک تھام آفات (NIED)، تحقیقاتی ادارہ برائے تخفیف آفات زلزلہ (EDM)، اقوام متحدہ کا ادارہ برائے علاقائی ترقی (UNCRD)، کیوٹو یونیورسٹی (Kyoto University) اور شارفاؤنڈیشن (STAR Foundation) نہیں۔

# **Guidelines for School Disaster Education**

## **Express and Extend Experiences**

**January 2009**

## Preface

A devastating earthquake hit northern Pakistan, including Kashmir and NWFP, on 8th October, 2005, affecting significant damages to lives and livelihood. According to UN ISDR (<http://www.unisdr.org/eng/task%20force/tf-meetings/12th-TF-mtg/item2-Pakistan-IATF-12.ppt>), more than 73,000 people died and 70,000 people were injured. More than 400,000 houses were destroyed or seriously damaged. In addition, around 5,000 education facilities were also destroyed because of the earthquake. The disaster caught people unprepared and inexperienced in handling such a situation, which compounded problems. Disaster education is necessary to reduce risks and to reduce impacts when disasters occur.

As for aims of disaster education, people need to take mitigation measures and prepare for future disasters through acquiring knowledge of disasters and disaster management. People need to respond and recover earlier when disasters occur. In addition, people are requested to contribute to community safety.

Most of the people know that disaster education is important but do not realize importance. It shows necessity to change awareness. To achieve it, it is useful to learn from past disasters.

The research project to promote school disaster education in the earthquake affected areas in Pakistan was conducted by Earthquake Disaster Mitigation Research Center, National Research Institute for Earth Science and Disaster Prevention (EDM-NIED), the United Nations Centre for Regional Development (UNCRD), and Kyoto University. The local counterpart of the project was Sustainable Development and Response (STAR) Foundation. In the project, essay and drawing competitions were held in schools in the earthquake affected areas of Kashmir. Students were requested to write their experiences of the earthquake of 2005. Essay and drawing are a kind of records of past disasters. Future generation can learn about past disasters from essays and drawings by affected people. Essays and drawings provide opportunities to collect and transfer experiences.

This guideline was produced based on the lessons learned from disaster education in Hyogo Prefecture, Japan and the essay and drawing competition in the affected areas of Bagh, Azad Jammu Kashmir (AJK), Pakistan.

This guideline consists of three parts. The first part describes how to implement several kinds of competition as a part of disaster education. The second part provides how teachers can facilitate disaster education and give opportunities to students to think what they can do for risk reduction, using textbook. The textbook includes students' essays and drawings from the project. The third part is appendices including translation of essays into English.

School teachers can conduct disaster education, utilizing this guideline and the textbook. The guidelines cover students with earthquake experiences as well as those who do not have such experiences. The guideline can contribute to sustainable school disaster education and sustainable education can lead to safer community.



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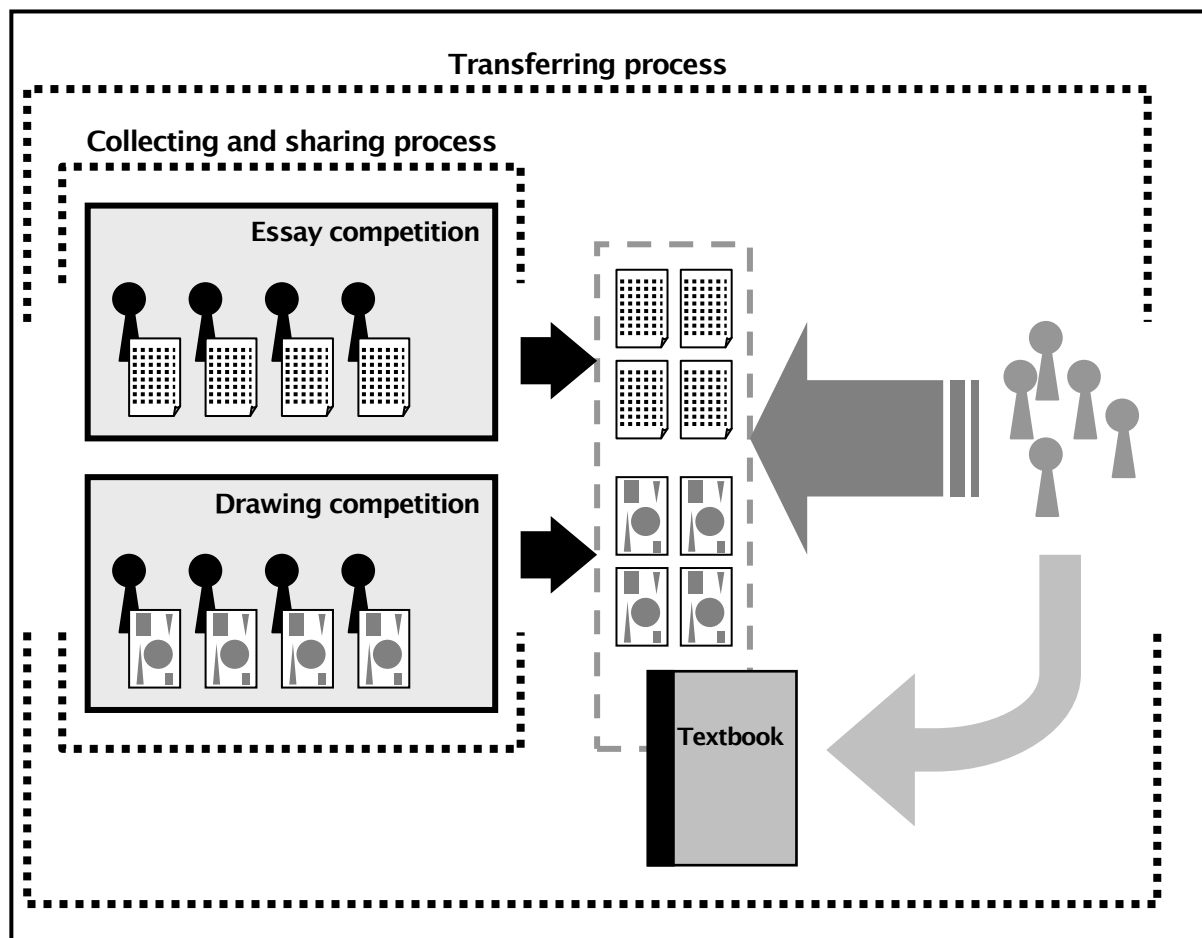
## Aims of the Guidelines

Following are the aims of the guidelines;

- 1) Gather and share experiences of past disasters
- 2) Transfer experiences of past disasters

The guidelines mainly provide 1) how to conduct several kinds of competitions as disaster education and 2) how to utilize the textbook “Experiences of Pakistan Earthquake of 2005: Student’s Message from Kashmir”. The textbook is collection of experiences of Kashmir Earthquake from 2005 to 2008 from the view of school students and consists of essays and drawings by students for the competitions organized by EDM–NIED, UNCRD, Kyoto University, and STAR Foundation.

Competition is important opportunity both as part of curriculum and as an extra curricular activity. Therefore, conducting competitions as disaster education is not only disaster education but also a part of general education. If competition focuses on disaster experiences, it becomes opportunities for students to remember past disasters and think disaster management for future.



Concept of essay and drawing competition and the textbook



Essay or drawing competition is different from other type of competitions as the output of such events can be preserved for long. These essays and drawings can be shown to other students even if they did not participate in the competition. Those who have not gone through agony of a disaster develop a partially complete picture of the situation when they read essays and see its visualization in drawings; this helps in empathizing. Therefore, the guidelines emphasize essay and drawing competition in order to transfer experiences. Essays and drawings show invaluable experiences of disasters and such experiences can give sense of affinity to future children because essays were written and drawings were made by same age group of another generation. Future children can learn experiences of past disasters through reading essays and seeing drawing. It is experience transfer from past to future generation.

The guideline targets

1. Students who have disaster experiences
2. Students who do not have disaster experiences

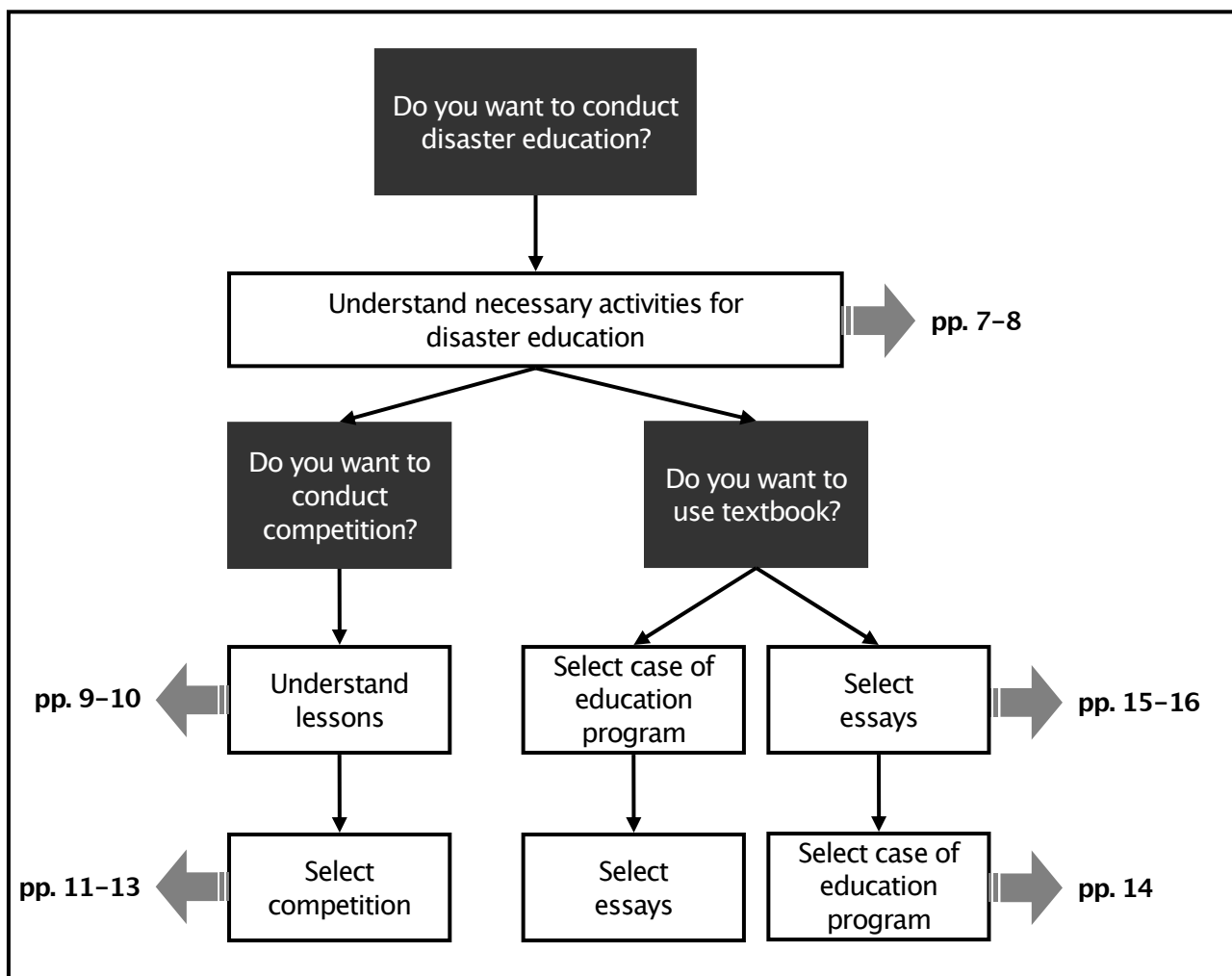
For students who have the earthquake experiences, it is important to keep their experiences in mind, share experiences with friends, family, and community, and think what they can and should do for future disaster reduction. For students who do not have the earthquake experiences, it is important to learn from past disasters, imagine what will happen if disaster occurs, and think what they can and should do to reduce risks.

The guidelines do not request school teachers to have specialized knowledge on disaster management. The guidelines can be utilized by teachers even if they do not have much knowledge of disaster management or disasters. Teachers are hoped to arrange disaster education in their school as facilitators, using the guidelines and textbook. The guidelines can contribute to awareness changing of students but do not provide knowledge of disasters or disaster management. NGOs or specialized organizations for disaster management can provide knowledge of disaster management. It is useful for students especially in higher class that the guidelines are used after getting knowledge from specialized organizations. If schools can cooperate with specialized organization, students can have higher awareness and comprehensive thinking.

### ***Point!***

Some education program mentioned in the guidelines is available in extra-curricular activities. The proposed education program includes discussion. If teachers integrate education program with topics in their subjects, teachers can conduct disaster education in their own subjects. Disaster is related to natural and social environment. All subjects have possibilities to be utilized for disaster education. For example, science is related to natural environment. Social environment is related to society or community. It is hoped that teachers utilize their own subjects and extra curriculum.

Figure shows how to start education. Before conducting disaster education, teachers should understand effectiveness of activities including education programs. Understanding effectiveness is useful for teachers to facilitate programs. When teachers start education program, they should decide purpose of such a program. If teachers focus on gathering and sharing experiences of past disasters, competition is proposed. If transferring experiences of past disasters is desired, textbook should be used. When teachers conduct competition, it is expected that they understand lessons of essay and drawing competition conducted by the project team. Understanding lessons is important process to make competition useful. If teachers use the textbook, there are two way to start. If time is fixed, teachers is hoped to select case of education program from the guidelines and then select appropriate/preferable essays. If there is sufficient time for education, teachers can select essays and decide case of education program. When teachers select essays, they can refer to “Essay Topics” in the guidelines. In case they do not have any preferable topics for education, teachers can start the first essay in the textbook. After starting education programs, “Question Examples” (pp. 17–21) helps teachers to facilitate programs or discussion.



How to start education



## Points of Activities

To change student's awareness, it is not sufficient that teachers provide knowledge and students listen to teachers. This type of education is passive activity. Students can get knowledge but it is difficult to change them. It is necessary that students participate in education actively to change their awareness. If students participate in education actively, they will try to think by themselves for disaster reduction. The process of education programs in the guidelines includes many activities to make students active. Especially, group discussion is emphasized to achieve active participation and to share opinions among students. In addition, presentation and evaluation is also useful to share.

This table shows 1) activities in education program proposed in the guidelines and 2) goal of the activities, and 3) points on implementation. Before starting competition or using the textbook, it is hoped that teachers understand meaning of each activity in this table.

Activities	Goal	Points of activities
<b>Instruction</b>	<ul style="list-style-type: none"> <li>■ Understanding how to act and what to do</li> <li>■ Understanding purpose of education</li> </ul>	Giving instruction is important for students to understand what to do and how to act in class.
<b>Reading</b>	<ul style="list-style-type: none"> <li>■ Enhancement of knowledge in disaster situation</li> <li>■ Understanding feelings of affected people</li> </ul>	It is important for students to learn past disasters through reading textbook. Students can acquire knowledge from the textbook but reading is not sufficient to raise awareness on future disasters.
<b>Discussion between teachers and students</b>	<ul style="list-style-type: none"> <li>■ Understanding feelings of affected people</li> <li>■ Development of imagination on disaster situation</li> <li>■ Development of ability to show own opinions</li> </ul>	Question examples can be used for this activity. Teachers facilitate discussion with students through questions and answers. This discussion is effective for students to imagine disaster situation.
<b>Making groups</b>	<ul style="list-style-type: none"> <li>■ Raising awareness of cooperation</li> </ul>	This activity is done for group discussion or competitions. 4–5 members in each group are preferable. Group work contributes to awareness raising of cooperation.

Activities	Goal	Points of activities
<b>Discussion among students</b>	<ul style="list-style-type: none"> <li>■ Knowing other person's opinions</li> <li>■ Sharing opinions or experiences</li> <li>■ Development of ability of decision making</li> <li>■ Understanding how to organize ability for discussion</li> </ul>	Group discussion among students is a crucial part of education. All members should have opportunities to present their own opinions or experiences. Question examples can be used as discussion topics. Additionally, it is effective that student's group make discussion topics. 50–60 minutes is allocated for this discussion.
<b>Presentation</b>	<ul style="list-style-type: none"> <li>■ Understanding how to present clearly</li> <li>■ Sharing opinions of other persons or groups</li> </ul>	Each group will give 10–15minute presentation to show conclusion of group discussion. Questions and answer is also done. It is important for students to give comments to other group.
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>■ Understanding how to present</li> <li>■ Understand what they have to improve</li> </ul>	Students evaluate other group presentation. Evaluation points are which group presented clearly and which group's opinions were good. Evaluation is important for students to think their opinions or presentation. Through evaluation, students understand what they have to improve for next time.
<b>Thinking what to do</b>	<ul style="list-style-type: none"> <li>■ Development of ability to imagine disaster situation</li> <li>■ Understanding problems in current life</li> </ul>	This activity is done by independent students or students' group. It is important for students what they should (can) do now and in the future. This activity requests students to get knowledge of disaster situation and know current situation in family or community. 30–60 minutes is preferable to be allocated.
<b>Making report</b>	<ul style="list-style-type: none"> <li>■ Making knowledge or opinions concrete</li> </ul>	Making reports is important for students to make opinions or knowledge concrete and to make decision in their minds.
<b>Writing essays</b>	<ul style="list-style-type: none"> <li>■ Keeping earthquake experiences in mind</li> <li>■ Having opportunities to consider disaster management</li> <li>■ Development of ability to show experience in essays</li> </ul>	Future children do not know the situation in earthquake disasters. If students have earthquake experiences, it is better to write their bad experiences or problems on earthquake situation in order to transfer difficulties to survive to future generation.
<b>Drawing</b>	<ul style="list-style-type: none"> <li>■ Keeping earthquake experiences in mind</li> <li>■ Having opportunities to consider disaster management</li> <li>■ Development of drawing ability</li> </ul>	Drawing also has same meanings as writing essays. In addition, drawing is useful for future children to imagine disaster situation if any photo or video is not available for disaster education in the future.

### ***Point!***

Effects to students have two types. One is for disaster reduction and the other is for human being. Some effects are necessary for human being. Therefore, activities can be integrated wit your subjects. In addition, it is hoped that teacher think proposed education is for raising children through disaster education.



# How to Conduct Competition as Disaster Education

## Lessons learned from essay and drawing competitions

In October, 2008, EDM–NIED and STAR Foundation conducted essay and drawing competition in two schools located in Bagh, AJK, Pakistan. These essays and drawing were collected and published as a textbook. In each competition, students were divided in to five groups. Essay competition targets 5 students in each group and drawing competition targets 3 students in each schools. In each school, 23 and 25 students participated in essay competition and 15 and 19 students participated in drawing competition. Each student completed an essay and each group completed a drawing. Each group were assigned to focus on one of following time period as their theme; 1) Earthquake occurrence to 3rd day; 2) 3rd day to Ramadan and Eid festival (1 month); 3) 1 month to 6 months; 4) 6months to 1 year; and, 5) 1 year to 3 years. This grouping meant students can cover 3 years after the earthquake through sharing experiences. Table shows



Grouping in the competition

<b>Earthquake occurrence to 3rd day:</b> Nobody in Bagh had experienced earthquake. Communities carried out rescue themselves. Communication tools were not working. Some people had difficulties to get foods. In the 3 days, people had many kinds of problems to survive.
<b>3rd day to Ramadan and Eid festival (1 month):</b> After several days, many organizations came to the affected area to provide necessary things. Because of their activities, life condition was improved. But life would not have improved if any organization had not come. In addition, this duration includes Ramadan, culminating with Eid; many people did not exchange greetings because of mourning as their family members had died.
<b>1 month to 6 months:</b> After 1 month (Eid fesitival), some people started to reconstruct houses, whereas some could not. And some people lost job because of the earthquake. People would foresee many problems while thinking of their future.
<b>6months to 1 year:</b> Some people completed house reconstruction but some people could not start reconstruction. The situation was various. Each person had his/her own experiences by this time.
<b>1 year to 3 years:</b> Many people completed house reconstruction. But some people could not. Most of recovery activities were completed but reconstruction process continued. In some villages, activities of disaster management were carried out for future disasters.

why these five time periods were selected and this information was explained to students in the instruction by STAR Foundation.

In the instruction, students were requested to discuss with group members about problems or difficulties in the allocated time periods and to write the problems or difficulties in essays or drawing. Group discussion is useful to remember the earthquake situation for students who have difficulties to write essays. In case of drawing, group member had to decide what they would draw.



Therefore, group discussion becomes a decision making process to decide what they draw as well as remembering the earthquake. In addition, discussion during both competitions is a part of showing and sharing experiences. Sharing information is important for disaster management. Therefore, discussion is effective not only for competition but also for disaster reduction. Students are requested to write problems or difficulties in the instruction. Writing problems or difficulties is opportunities for students to think why disaster management is necessary and what they have to do for disaster reduction. Even if future children see essays and drawings in the textbook, they can learn from these experiences and have opportunities to think.

The five periods proposed in the competition cover 3 years after the earthquake of 2005. When students share their experiences, they can understand process from response to recovery/reconstruction of disaster management cycle. By collecting essays and drawings and publishing them, children understand such process even if they have not experienced earthquake themselves.

In the competition, time of writing essays and drawing was 50–60 minutes including discussion. 50–60 minutes was not sufficient for some of students. Through the experiences, 30 minutes discussion and 60 minutes writing are preferable.

***Point!***

Through the competition, it is hoped to cover the process from earthquake occurrence to reconstruction because students understand the process and realize importance of disaster management.

***Point!***

It is hoped that students write problems or difficulties in earthquake situation. It is effective to realize importance of disaster management and consider what they should do.

## Essay competition

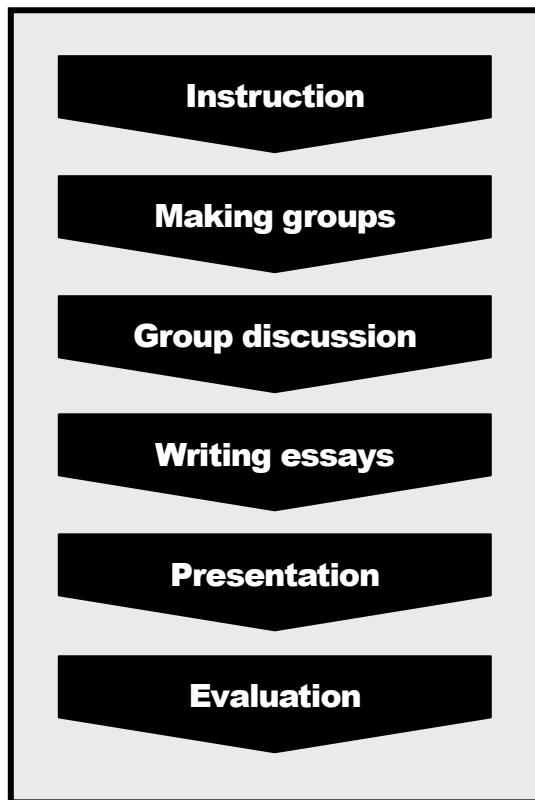


Fig Implementation process of essay competition

### Objective

#### For disaster reduction

- To remember the earthquake experiences
- To share the earthquake experiences
- To identify the problems in disaster situation

#### For education

- To enhance ability to transfer the experiences clearly through writing essays
- To raise presentation ability

### Things to be prepared

- Pen
- Essay sheet (refer to appendix)

### Necessary time

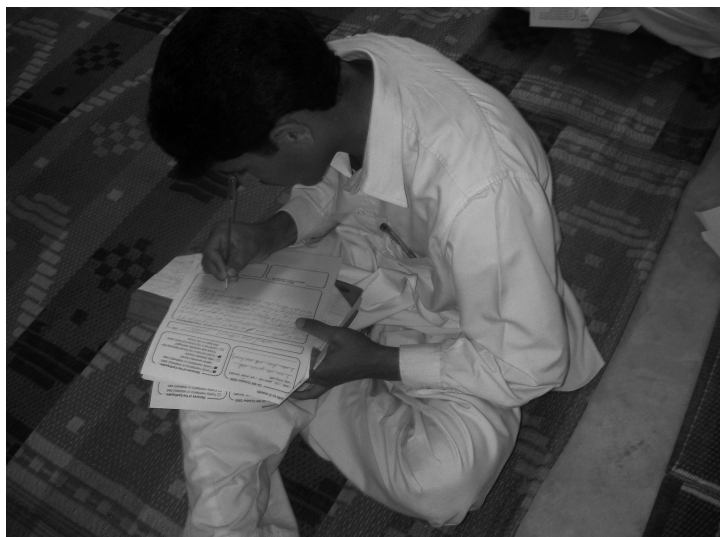
- 120 minuets and presentation/evaluation

### Activities

- Instruction (refer to pp. 39)
- Making groups
- Group discussion
- Writing essays
- Presentation
- Evaluation

### **Point!**

Group discussion should be emphasized rather than writing essays. The essay competition provides with opportunities to remember and share earthquake experiences and to realize importance of disaster management.



## Drawing competition

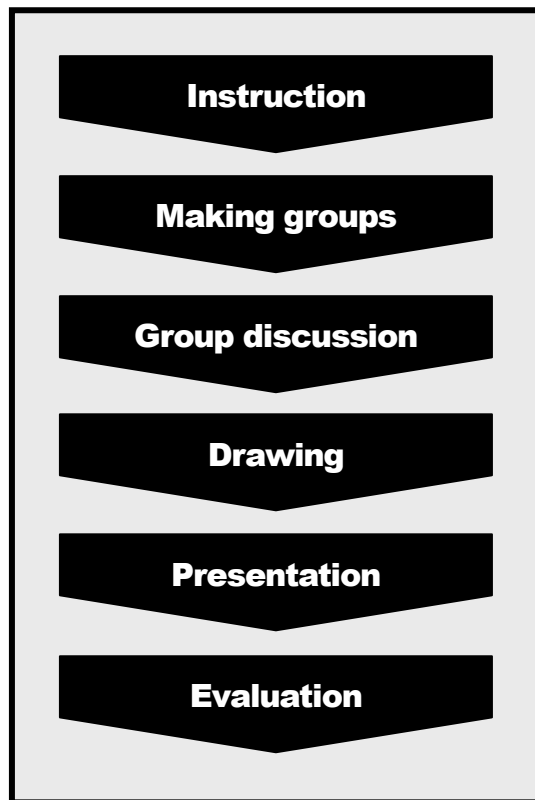


Fig Implementation process of drawing competition

### Objective

#### For disaster reduction

- To remember the earthquake experiences
- To share the earthquake experiences

#### For education

- To raise awareness on cooperation
- To enhance drawing ability
- To increase presentation ability

### Things to be prepared

- Pens or color pencils
- Drawing sheets

### Necessary time

- 120 minutes and presentation/evaluation

### Activities

- Instruction (refer to pp. 39)
- Making groups
- Group discussion
- Drawing
- Presentation
- Evaluation

### **Point!**

Each group is requested to complete a drawing cooperatively with each other. These are opportunities of decision making and cooperation.





## **Other competition**

### **Debate competition**

Debate is a kind of group discussion. Teachers can follow the steps of essay and drawing competition. Groups members discuss from different standpoints. Through the discussion, students can understand people in different standpoints (situation). Topics for debates can be selected by adopting any of the following; 1) a teacher decides, 2) students decide through reading one of essays, and 3) teachers or students select topics (questions) from question examples in this guideline. It is hoped that groups cover earthquake occurrence to present time to understand response to reconstruction. If students do not have disaster experiences, topics can be decided from the textbook.

### **Speech competition**

Speech is individual work but group work should be involved. One of the ways to involve group is to do group discussion before speeches and the other is carrying out discussion after speeches. If group discussion is done before speeches, discussion topics can be decided by teachers or students using the textbook. If group discussion is conducted after the speeches, students can discuss important points of speeches and draw learning.

### **Drama competition**

Performing drama is also group work. To perform drama, scenario is necessary. Essays in the textbook can be scenarios for drama. Students can also make original scenarios by themselves. It is necessary for students to learn from past disasters when they make scenarios. Students are requested to read the textbook and discuss with each other. It is important to make drama an interactive media by carrying out discussions with the audience and inviting them to suggest changes in scenarios.

## How to Use Textbook: Class Examples

### Case 1

Reading

### Case 2

Reading

↓  
Discussion between teachers  
and students

### Case 3

Reading

↓  
Making groups

↓  
Discussion among students

↓  
Presenting conclusion

↓  
Evaluation

### Case 4

Case 3

+

Thinking what to do

↓  
Presenting conclusion

↓  
Evaluation

This chapter proposes four cases to utilize the essays in the textbook. Case 1 is the simplest education program and Case 4 is advanced program.

**Case 1:** Students read essays by themselves. Teachers can read to younger students. Students will learn about experiences in earthquake situation. When time is short for disaster education, Case 1 is preferable. But Case 2, 3, and 4 are hoped to be conducted especially for students in higher class.

**Case 2:** This is developmental program of Case 1. Teachers facilitate discussion using question examples in the textbook. Additionally, teachers can ask students freely according to students understanding and interests.

**Case 3:** Group discussion is emphasized in this case. Question examples can be used as discussion topics but teachers and students can also develop topics. Through these activities, students can share information.

**Case 4:** This case includes opportunity to think what to do in addition to Case 3. This is also group work. When students think what to do for disaster reduction, students should think what to do before, during, and after disasters. This is opportunity to think mitigation, preparedness, response, and recovery/reconstruction.

### ***Point!***

The textbook includes many drawings. Instead of essays, drawing can be utilized in Case 1 to 4. In that case, students have opportunities to think what drawing is showing.

## Essay Topics

### Impacts to House/Residential issues

Topics	Earthquake occurrence to 3rd day	3rd day to 1month	1 month to 6 months	6 months to 1 year	1 year to 3 years
House	pp. 15, 16, 17, 18	pp. 26	pp. 38, 41	pp. 43, 44, 45, 46, 47	pp. 58, 59, 61, 62
Tent			pp. 35, 37	pp. 49	
Shelter		pp. 23, 25	pp. 36, 37, 38	pp. 48, 49	pp. 60
Construction material					pp. 63

### Other Impacts/Countermeasures

Topics	Earthquake occurrence to 3rd day	3rd day to 1month	1 month to 6 months	6 months to 1 year	1 year to 3 years
Evacuation	pp. 12				
Rescue	pp. 12, 13, 14, 15, 16, 18				
Water	pp. 12, 18, 19, 21		pp. 33, 35		
Food	pp. 18, 20	pp. 25	pp. 33, 34, 35	pp. 52	pp. 62
Relief	pp. 21	pp. 23, 26, 27, 28	pp. 33, 35, 36	pp. 43, 48, 50, 50, 51, 52	pp. 60
Recovery		pp. 25			
Road		pp. 27			
Compensation		pp. 28	pp. 33, 35, 36	pp. 43, 44, 48	pp. 58, 61
Jobless		pp. 30			
Psychological problems				pp. 49	

#### **Point!**

If teachers have topics which they want to teach, please use these tables to refer to essay topics. Using these tables, students can learn earthquake occurrence to 3 years of specific topics.

## People, organizations, and facilities

Topics	Earthquake occurrence to 3rd day	3rd day to 1month	1 month to 6 months	6 months to 1 year	1 year to 3 years
Family	pp. 14, 15, 17, 18, 19, 20, 21	pp. 31	pp. 34		
Relative	pp. 16, 18		pp. 34		
Community	pp. 20	pp. 26	pp. 41	pp. 44, 51	
NGO		pp. 23, 29	pp. 35, 36, 37, 40	pp. 43, 44, 45, 46, 47, 48	pp. 54, 59, 60, 61
Government		pp. 25	pp. 33, 35	pp. 48	pp. 58, 63
Army		pp. 28	pp. 33, 36, 40	pp. 48, 50, 51	pp. 60
Other countries		pp. 24	pp. 39		
ERRA				pp. 44, 45, 46	
UN				pp. 46	
School	pp. 12, 13, 16, 17, 18, 19, 20			pp. 43	pp. 54, 55, 56, 57, 58, 60, 61, 62
Hospital			pp. 39		

## Things to be related to religion

Topics	Earthquake occurrence to 3rd day	3rd day to 1month	1 month to 6 months	6 months to 1 year	1 year to 3 years
God	pp. 12, 13, 20, 21			pp. 43	
Ramadan and Eid		pp. 23, 24, 27, 28, 31			pp. 56
Mosque					pp. 55, 57

## Environment/Impact to environment

Topics	Earthquake occurrence to 3rd day	3rd day to 1month	1 month to 6 months	6 months to 1 year	1 year to 3 years
Weather	pp. 13, 19, 20, 21	pp. 29, 30	pp. 37, 38, 40, 41	pp. 50, 52	pp. 55, 56
Landslide		pp. 30	pp. 40		pp. 61



## Question Examples

### Earthquake occurrence to 3rd day

**I learn a lesson from a moment of trial that we must be ready for any tragic incident. (pp. 12)**

- What did the author feel during evacuation?
- What did the author feel during rescue?

**Feelings and effects of earthquake (pp. 17)**

- What did the author feel when the family stayed one room together for two night?
- When did the author feel when relief goods were distributed?

**We learnt a lesson from this terrible incident that we must prepare to meet the tragic moment. (pp. 13)**

- What did the author feel when the author saw family member survived?
- Why could not the author sleep at night?

**Earthquake circumstances (pp. 18)**

- What did the author feel when the author helped the mother?
- Why was water necessary in earthquake situation?

**I can help others during a terrible earthquake and can console others. (pp. 14)**

- What did the author feel while the author tried to find the sister?
- What can we do for preparedness?

**Feelings of earthquake (pp. 19)**

- What did the author feel when the author rescued the grandmother together with the grandfather?
- What did the author feel when the storm came and the author felt cold?

**I can serve others in disasters and can console them. (pp. 15)**

- What did the author feel when the author see many martyred girls?
- Why the author's cousin was disappointed?
- Why did the author encourage the cousin?

**The Unforgettable incident (pp. 20)**

- What did the author feel when the author saw friends or aunt dead.
- What do you think why many people were buried without coffin?

**(No title) (pp. 16)**

- What did the author feel about that the brothers were alive but received serious injuries?
- Why did the author go to uncle's house and aunt's house?

**Effects of Earthquake (pp. 21)**

- Why is there difference between people whose houses were not so damaged and people whose houses were completely damaged?
- Is there any difference between father's death and grandfather and grandmother's death?
- Why did not people care for others after relief?

### 3rd day to Ramadan and Eid festival (1 month)

#### Whatever I felt from earthquake up to now (pp. 23)

- What do you think of people who did not care for others?
- Why did people celebrate Eid simply?

#### Effects of earthquake (pp. 28)

- What did the author feel about children who were injured?
- Why did people wear old clothes in Eid?

#### My feelings from the day of earthquake up to know (pp. 24)

- What is the difference between that Eid and Eid in general?
- What was feeling of the author?

#### Holy Ramadan and Eid (pp. 29)

- What did the author feel about Eid at that time?
- Why did the author feel that time passed slowly?

#### We must not afraid of difficulties (pp. 25)

- What is the difference between that Eid and Eid in general?
- Why were people selfishly?

#### Ramadan and Eid festival (pp. 30)

- What will happen due to landslide caused by earthquake?
- What did the author feel about Eid in tent?
- Why did many people lose their job?

#### What did I feel from the day of earthquake up to now (pp. 26)

- Why did not people care for others?
- Why did people fight with each other?
- What do you think about such people?

#### Ramadan and Eid festival (pp. 31)

- What did parents feel if they lost their children?
- What did parent feel when they had Eid?

#### First unforgettable incident of my life (pp. 27)

- Why did people weep on Eid?
- Why were goods for Eid expensive?
- Why did the author feel Eid was strange at that time?

## 1 month to 6 months

### Whatever I saw and learnt after earthquake (pp. 33)

- What did the woman feel when relief goods were caught by others?
- What do you think about the people who picked up relief goods which the woman tried to catch?

### We and an earthquake (pp. 38)

- What did the author feel about winter season without house?
- What did the organization contribute to rehabilitation?

### Whatever I felt after earthquake (pp. 34)

- What did the author feel about the parents?
- What do you think that nobody had regard for anybody?

### The first earthquake of my life (pp. 39)

- What did the author feel when the author saw the old man?
- Why did the author feel to have to help and encourage people?

### Whatever I felt after earthquake (pp. 35)

- If NGO did not come to the affected area, how could people survive?
- What did the author feel about new construction?

### Winter season, the unforgettable situation of my life (pp. 40)

- Why did the author feel that the author would die that night?
- Why are these experiences unforgettable for the author?

### Whatever I felt from the day of earthquake up to six months (pp. 36)

- Why did NGO entertain only rich people?
- What did the author feel about NGO?
- Why did the author feel fear to go into shelter?

### The unforgettable incident of my life (pp. 41)

- What did the author feel about neighbors who spared space to live?
- Why did the author feel fear to earthquake even now?

### The unforgettable incident of my life (pp.37 )

- What do you think of life in tent in cold season?
- What did NGO contribute to rehabilitation?

## 6 months to 1 year

### Whatever I felt six months after the earthquake (pp. 43)

- What was difference between city area and remote areas?
- How do you think the author could not take education for six months after the earthquake?

### Earthquake and our problems (pp. 48)

- What kinds of impression did the author have about government or NGO?
- Why did the author have complaint against NGO?

### October 8th, 2005 and loss of life and finance (pp. 44)

- Why did the leader have no time for welfare of public?
- Why did the author feel ERRA or NGO was like brother?

### Earthquake & our conditions (pp. 49)

- Why did many people have psychological problems even after six month?
- What do you feel if you can not have permanent house after six month from earthquake?

### 8th October and loss of life and finance (pp. 45)

- Why did the leader have no time for welfare of public?
- Why did the author feel ERRA was like brother?

### The first earthquake of my life, the conditions and relief etc (pp. 50)

- Why did the author feel that people become enemy?
- Why did the author need to encourage family members?

### Earthquake of October 8<sup>th</sup> and loss of lives and finance (pp. 46)

- What did the author feel recovery activities from foreign people?
- Why did the author feel ERRA was like brother?

### Man should help other at every tragic situation (pp. 51)

- What do you think situation that community people were fighting to get relief goods?
- What should people have act at that time?

### Earthquake of 8th October and its effects on life (pp. 47)

- Why did the author thank to NGO?
- Why did the author feel that we went 50 years behind due to the earthquake?

### The first tragic incident in my life (pp. 52)

- What did the author feel that people became enemies?
- What did you feel about this situation?



## 1 year to 3 years

### From October, 8 up to now (pp. 54)

- What do you think school building has not been reconstructed even after three years passed?
- Why did the author thank to NGO?

### Lively people (pp. 59)

- What did the author feel about NGO?
- What do you think difference between people who completed house reconstruction and people who have not completed?

### Effects of October, 8 earthquake (pp. 55)

- What do you think school building has not been reconstructed even after three years passed?
- Why did people pay attention to school or mosque?

### When earthquake occurred I was at school. And it was the first terrible incident of my life (pp. 60)

- What did the author feel after completion?
- What did NGO contribute to the author?

### Effects of October 8, earthquake (pp. 56)

- What did the author feel about source full person tried to improve their financial status?
- What do you think school building has not been reconstructed even after three years passed?

### Reconstruction (pp. 61)

- What were difficulties if roads had not constructed yet?
- What do you think that the impacts of the earthquake are still remaining when it rains?

### Effects of 8<sup>th</sup> October, earthquake (pp. 57)

- Why people turn their face when the author asked them?
- What did the author hope?

### Population (pp. 62)

- What did the author want to tell in this essay?
- How is the situation of reconstruction around you?

### Effect of October 8, earthquake (pp. 58)

- Why did the author remember the earthquake on 8<sup>th</sup> October?
- What do you think school building has not been reconstructed even after three years passed?

### Settlement (pp. 63)

- Why did the author feel government policy was wrong?
- What did the author feel that some people were still living in temporary shelters even after three years passed?

## Appendix: Translation of Essays

### Earthquake Occurrence to 3rd day

I learn a lesson from a moment of trial that we must be ready for any tragic incident. (pp. 12)

**Your experiences:** As God tests every human being how much patience he possesses, God also tested me. On the morning of October 8th, 2005, a terrible earthquake occurred. It was very first earthquake in my life. I was at school when a huge explosion suddenly took place and the earth started trembling. At the same time, the school building was about to fall. I managed to run away, making way to my house. My books and copies were lost under the debris. When I was on my way home, I saw many injured people lying on the ground and a number of people breathing their last. I did not care and kept on walking towards my home. When I reached home, all were safe and sound. Now I set off to see my other relatives. I saw some injured and some martyred. I fetched water for injured and tore cloths to treat their wounds. I faced this moment of trial with endurance.

**What can you do against future disasters?:** We learnt a lesson from this earthquake that we must not be afraid of such terrible calamities and face them with courage and bravery.

**What do you want to tell your future children?:** Never afraid of calamities like earthquake, floods and wind storms and face them with courage.

We learnt a lesson from this terrible incident that we must prepare to meet the tragic moment (pp. 13)

**Your experiences:** When a nation indulges in injustice, indiscipline and corruption, God gives difficult test to people. One such test was given to people of Kashmir valley at 8:52 am on Saturday 8<sup>th</sup> of October in 2005. It was a terrible disaster which hit Bagh, Muzaffarabad and Balakot. I was in school. Due to severe shaking of earth, the school building collapsed. Nothing was visible amidst dust clouds and smoke. When smoke died, I started walking towards my home. On my way home, I saw fallen houses and people trapped under these fallen houses. I thought no one would be alive at my home. Although I was pleased to see that all survived, this incident caused death of many people around. There was rain at night and we had nothing to prevent ourselves from the rain. We spent a sleepless night. The next day, the injured were rescued for treatment. I pray that such fearful earthquake may never come again!

**What can you do against future disasters?:** We must not fear such incidents and should face the challenges with courage and bravery.

**What do you want to tell your future children?:** Never to be afraid of floods, wind storms and earthquakes etc we must face them with determination.

I can help others during a terrible earthquake and can console others. (pp. 14)

**Your experiences:** There was a tragic earthquake at 8:52 am on October 8th, 2005. I was sitting for examination. When the earth began to shake, I ran towards my house and on my way saw one of my cousins trapped under fallen house. I tried to rescue him out but could not because there were no tools available. Then I ran to school to find out about my sister. I came to know that my sister had gone with one of her friends and ran towards her friend's house but she was not there. After that I ran back towards her school. I was really sad to see her dead body. I ran to my home and told my family. There were no tools to dig up graves for dead bodies. Thank to God that our uncle's house was not destroyed and we found some tools there. At some places, five dead bodies were buried in one grave. It's my desire that may such earthquake never occur again! Today we are going towards a brighter future.

**What can you do against future disasters?:** I should prepare to face such type of earthquakes and in this was I can help others.

**What do you want to tell your future children?:** I want to convey to the future children that they must get information about this earthquake.

### I can serve others in disasters and can console them. (pp. 15)

**Your experiences:** At the time of earthquake of 8<sup>th</sup> October, 2005, I was in school. One of my teachers got his leg injured as a result of collapse of school building, We took him out to a safe place. There was a little girl under the building who received severe wounds. We carried her to her parents and brother and sisters. When I reached my home, it was completely destroyed but due to God's mercy all were safe. My sister who was studying at college came under the building and had a severe injury on her arm. When we went to see our sister I saw many martyred girls. We took them out and carried to the college ground. When I reached my home, I heard about two women under the debris in my neighborhood. I took them out along with some other people. They were slightly injured but two of their children were martyred. One of my cousins who lost his leg was demoralized but I encouraged him. One of my nieces was also martyred in this earthquake.

**What can you do against future disasters?:** I can adopt precautionary measures in tragedies and serve for people.

**What do you want to tell your future children?:** I want to convey to the future children that knowledge must be learnt about disasters and must look for the evacuation places during such disasters.

### (No title) (pp. 16)

**Your experiences:** When earthquake of October 8<sup>th</sup>, 2005 happened, I was in school. Suddenly map of world changed due to stormy earthquake. The school building fell. No harm came to anybody except two children were injured. Everyone was worried about himself in fact I also had same thoughts. When the earthquake stopped I quickly ran towards my house. When I reached home, I saw my house was completely destroyed. My elder sister was weeping. When I asked her the reason, she said two of her younger brothers were trapped under the house. I looked everywhere to find tools but could not find any. I started to take off soil with my hands. Thanks God both of my brothers were alive but received serious injuries. No life was lost in my home, I went to my uncle's house, then to my aunt's house but there was no loss. Perhaps I was unaware that my grandfather is fighting for life under fallen house.

**What can you do against future disasters?:** I want to convey to the upcoming generation that they must be ready for sky disasters. If disasters happen, we will have to face courageously.

**What do you want to tell your future children?:** I want to convey that we must fear of God and perform good deeds. So we can survive from such disasters.

### Feelings and effects of earthquake (pp. 17)

**Your experiences:** On October 8<sup>th</sup>, 2005, I left the house. I had to sit in my 1<sup>st</sup> term exam on that day. The examiner delivered papers. I solved two questions then at 8:52 am a big disaster occurred. I had heard about the earthquake of Japan before but had no idea of its intensity. I saw school walls falling but roof remained intact. All students survived only 4 were injured. I started walking towards my home. On the way I saw people crying and weeping. As more than half of village houses were destroyed, my own house was badly damaged. When I reached my house, I saw my father, mother and sister waiting for me. We spent two nights in one of the rooms in my house which received less damage. On third day, trucks from Pakistan came with relief goods to distribute. Pakistani Nation helped us much as possible, which showed that Pakistan was a living nation and can face tough circumstances. It was surprise for me that like all the nations where disasters occurred, Kashmiri Nation took less time to recover in all fields including education and rehabilitation.

**What can you do against future disasters?:** First of all I will try to save myself. If I will be inside a building and would not able to go out, I will sit down in a corner of building. If I mange to go out I will sit in an evacuation place.

**What do you want to tell your future children?:** I convey to the future generation that they must adopt precautionary measures. Study subject of Geography, learn more about earthquake.

### Earthquake circumstances (pp. 18)

**Your experiences:** On October 8, 2005, we came to school. After attending assembly, we went to class room. The period started. It was period of Mathematics when a terrible noise arose suddenly. It was at 8:52 am when earthquake occurred. We were scared when felt earth trembling. The building fell while I was watching it. Some children came under the building. We took them out, but some were martyred. Injured ones were given water at a safe site. We had no idea about that earthquake. We had heard from our elders that the earthquake occurred when sins were committed on earth. After that, I went home. My house had fallen down. My grandmother and cousin were martyred. My mother also came under the debris. We took her out alive. We fetched water for her. There was no food and water available. At that time, I heard a cry. I saw a boy who was under the house. I took him out and gave him water.

**What can you do against future disasters?:** Whenever earthquake occurs we should look for open field because there is no danger of falling materials.

**What do you want to tell your future children?:** I want to convey to our upcoming generation that they should not be afraid of earthquakes because they often come.

### Feelings of earthquake (pp. 19)

**Your experiences:** When earthquake occurred, I was studying outside at the school ground. Suddenly earth started trembling. When I looked up, stones were falling. I was afraid and thought that it was doom's day. Then earthquake stopped. There was distress everywhere. I saw many injured crying then went home and saw my house fallen on the ground. I saw no one of my family. I called my grandfather. He said from a hole that he was taking out my grandmother. I also went in that hole and brought her out together with my grandfather. Her back and leg were broken. We took her out to an open space. Nothing was saved in my house. When I asked my grandfather about others, he told me that my aunt and cousin had martyred. That was a selfish situation. I went to search water. I was feeling very thirsty but there was no water. Springs were out of water. At night, hailstorm started suddenly. There was no place to stay. Due to the hailstorm, people were feeling very cold. That evening, broke my fast with water.

**What can you do against future disasters?:** In future I can escape to a safe place inside or outside the house.

**What do you want to tell your future children?:** I convey message to future generation that they make such places where they can stay safely.

### The Unforgettable incident (pp. 20)

**Your experiences:** On 8th of October, 2005, we arrived at school and teachers were taking attendance at classes. At 8:52 am, building fell down due to a powerful jolt. Our teachers went outside. When walls of the building started falling, the boys were crying. I was also running out of school. One of my friends who was with me could not manage to escape. He came under building and was martyred. It was distress everywhere outside the school. My school children were weeping. Then I came to know that another friend had died. After that I ran towards my house. My aunt was under the fallen house. My parents took her out but she had severe injuries and died sometime later. After that we went to our neighbor's house and started taking out dead bodies. There was a house in our village which was not so damaged. We went there. At night it rained heavily. The roads cracked open. There was nothing to eat many people did not observe fast. However, some people kept on remembering God. On that day no one was worried about others. All were doing everything for themselves. After that we came to know that all corpses were gathered in the same house where we stay. There was no coffin for dead bodies. Many were buried without coffins.

**What can you do against future disasters?:** If such an incident takes place, we will be less afraid but will help others generously so that we can retain our belief.

**What do you want to tell your future children?:** I want to convey to my future children that we must face such terrible incidents with bravely and maintain our courage.



### Effects of Earthquake (pp. 21)

**Your experiences:** On 8th of October 2005, a terrible earthquake occurred. It affected not only Kashmir but also Pakistan. It affected the earth so badly that water disappeared from the earth. The people's everyday living was disturbed. The people whose houses were not damaged were chasing relief vans. Those people whose houses were completely damaged did not find any thing. They were just praying to their lord for their safety. My father had died one year before the earthquake. My grandfather and my grandmother died in the earthquake but my mother, younger sister and brother was safe. In the evening there was hailstorm and my brother and sister were trembling because of cold. There was nothing to prevent them from the cold. We spent the time with patience. After the relief work started, I received a tent and a plastic sheet. People were running madly after the relief and had no considerations for others. I want to become a great man after finish studying. The first night after the earthquake was very fearful. On the second day, there were jolts and they continued for hours. In the morning of third day, I was happy. We were thankful to God that the jolts had stopped. I want to help others.

**What can you do against future disasters?:** People of every country in the world must be ready to face earthquakes.

**What do you want to tell your future children?:** I want to leave the message for the upcoming generation that they help others that other countries help us in the disaster.

### 3rd day to Ramad and Eid festival (1 month)

#### What I felt from earthquake up to now (pp. 23)

**Your experiences:** On October 8th, 2005, there was a terrible earthquake. Due to the earthquake, whole Kashmir suffered in the month of Ramadan. When relief started and NGOs started to distribute relief goods people were busy collecting relief goods. People had no care for others during relief distribution. We made a shelter to live safely. Many people did not have shelters and were living under open sky. Then Eid day came and people celebrated Eid day with simplicity. People whose relatives had died, had no one to share their griefs. They also celebrated the festival with simplicity.

**What can you do against future disasters?:** I think our upcoming generation must try to save themselves from terrible earthquakes.

**What do you want to tell your future children?:** I want to convey message to future generation they must not be afraid of such incidents and face them bravely and with patience.

#### My feelings from the day of earthquake up to know (pp. 24)

**Your experiences:** After three days of the earthquake on October 8th, 2005, we were able to think for ourselves. We started to get something for living because there was nothing to eat. It was the month of Ramadan. The people were under the open sky. At the day of Eid, we were sitting in our houses helplessly because there was nothing to eat. Eid means pleasure but we celebrated Eid with grief. Due to deaths of our relatives we spent Eid just as a formality. Some people were looking for relief on the Eid day. We were grateful to Pakistan and other countries that they supported us in this difficult situation.

**What can you do against future disasters?:** I think when such an incident occurs we should not be afraid and should be patient.

**What do you want to tell your future children?:** I want to convey to my future generation that they should adopt safety measures.

### We must not be afraid of difficulties. (pp. 25)

**Your experiences:** A big earthquake occurred on 8<sup>th</sup> October 2005, in Kashmir. After three days, people recovered themselves to manage shelters to live. People were searching for something to eat. The relief work had started for the people. They ran after the relief selfishly. We were living under the open sky. Then shelters and tents were provided by the government. When the Eid day came after the Ramadan, we stayed at home as if there was no Eid. Eid is the name of pleasure but this was celebrated with pains. We spent Eid just as a formality because our friends and relatives had died. Most of the people were looking for relief on Eid day. At last I am thankful to Pakistan and other countries.

**What can you do against future disasters?:** I think whenever such type of incidents takes place we should not be afraid but face it with courage.

**What do you want to tell your future children?:** I want to send message to the future generation that they should build earthquake proof houses and meet the disasters with courage.

### What I felt from the day of earthquake up to now (pp. 26)

**Your experiences:** The earthquake of October 8, 2005 was a terrible disaster for Kashmir which resulted in destruction at large scale. It was the month of Ramadan. From 3<sup>rd</sup> day of the earthquake, the aid started to come for the people. I saw some people were busy in cleaning the debris of their houses and some were looking for the relief. People had no care for others and started fighting with each other. There was no loss of life for us in the earthquake. I was at school but survived. Some people spent Eid just as a formality and some carried on to get relief goods.

**What can you do against future disasters?:** Earthquake proof houses should be built to face the earthquake. We should leave the house at the time of earthquake.

**What do you want to tell your future children?:** Never afraid of storm, earthquakes and wind storm but face it.

### First unforgettable incident of my life (pp. 27)

**Your experiences:** Three days had passed after the earthquake, but the shocks were still being felt by everybody, whereas people were already suffering from fear. It was the first tragic incident of my life. The relief activities had started after three days of earthquake. Roads were blocked. People carried their patients on their shoulders to hospitals. Dead bodies were recovered from houses after passing of three days. There were injured people who had broken legs and back bones; they were disabled. People observed Ramadan helplessly. They wore torn clothes at Eid after the Ramadan. At the Eid day, everyone was weeping for his dears. They were fewer goods at shops for Eid. These goods were very expensive. This was a strange Eid in my life and was first unforgettable incident of my life.

**What can you do against future disasters?:** If earthquake occurs in future we can save ourselves from injury or death because we now have earthquake proof houses and schools.

**What do you want to tell your future children?:** If earthquake takes place in future we have to tell our children that they should help those who need help.

### Effects of the earthquake (pp. 28)

**Your experiences:** After three days of the earthquake, the people were living under the open sky. The army started to give relief. People went to relief camps and had spent full day there and turned back. After that, the army started a survey and giving compensation to people. Because of the earthquake, many children broke their legs. They looked at the other children and wished if they were like others and could walk with them but alas they could not play, run or walk like others!. After the earthquake many people observed fasts and spent the Eid in worn out old clothes and shoes.

**What can you do against future disasters?:** If any earthquake occurs next I will help people to brave calamity with courage..

**What do you want to tell your future children?:** I give message to our future children that they should not be afraid of such disasters and earthquakes but face them with courage.

### Holy Ramadan and Eid (pp. 29)

**Your experiences:** I was very depressed after three days of earthquake. I was thinking that we have become the victims of a tragic disaster. There were many questions in my mind because it was the month of Ramadan and cold as well. These were difficult moments for us. I was very nervous but some international NGOs came to encourage us. Every one was sad at Eid and I was also unhappy because one of my friends with whom I used to spend my Eid day had died. So, that Eid day was not pleasant as before. I celebrated my Eid in old cloths because no new clothes were available. Days passed slowly. I gain courage and now I live happily due to God's grace. We spent the Eid day in a tent.

**What can you do against future disasters?:** I will not afraid, if such disaster occurs again and I will not forget helping others.

**What do you want to tell your future children?:** I will convey the message to the coming generation that don't afraid of such terrible circumstance and help others.

### Ramadan and Eid festival (pp. 30)

**Your experiences:** In the third day after earthquake, I was very depressed. I felt small jolts and I was thinking of many earthquakes at different times. I had never seen such type of earthquake before. It was very cold too. We had no place to live because all of our land was lost due to landslide. The month of Ramadan passed very sadly. There was a fear that bigger earthquake may come. We celebrated Eid in old clothes. When we went to offer Eid prayer, we returned back from Mosque with fear of a strong earthquake. We spent Eid day in a tent. Most of the people had no business except getting relief goods.

**What can you do against future disasters?:** We can face an earthquake if occurs latter.

**What do you want to tell your future children?:** I want to tell future children not to be afraid of such type of earthquake and to face it.

### Ramadan and Eid festival (pp. 31)

**Your experiences:** Ramadan is a month of blessings, people observe fast in this month. Many parents lost their children in the earthquake on October 8th 2005. In Ramadan, good deeds are rewarded ten times more. In that Ramadan about one hundred people martyred and injured. At the end of Ramadan Eid comes. People celebrated Eid in old clothes. Everybody was weeping for their lost dears. That day was fearful. Everyone was sad at the Eid because many parents lost their children and children lost their parents.

**What can you do against future disasters?:** We can face if any earthquake occurs again.

**What do you want to tell your future children?:** I can tell to future children that in case of such earthquake don't worry instead face it with determination.

### 1 month to 6 months

#### What I saw and learnt after earthquake (pp. 33)

**Your experiences:** The destructive earthquake hit us on 8th of October 2005. I felt that people were busy with their own affairs and had no care for others. So the army took the responsibility. I, on my own behalf and on the behalf of my friends, am thankful to all the people who helped Kashmiri nation in difficult circumstances. I noticed people busy looking for financial aid. I often enjoy remembering what happened to me. Our Pakistani brothers were distributing relief goods in vans. A man threw something towards me but some people rushed and picked all up. I managed to catch just one packet. A woman started shouting that it was hers. Although it was the period of selfishness but I left the packet for the woman because I had learnt from teachers to show respect for elders and affection for younger. The woman felt little bit sorry but at that time there was no shame. I thought that God likes those people who help others so we should not ignore any one.

**What can you do against future disasters?:** God loves those who love his creation. Please help other people who cannot help themselves..

**What do you want to tell your future children?:** A man is the best among the people whose attitude and behavior is the best with the people.

#### What I felt after earthquake (pp. 34)

**Your experiences:** I thought what I came across 6 months after the earthquake was that people were suffering from inferiority complex. People were busy in their own affairs and no one had regard for others. I was living with my father, mother, younger brother and sister in a tent. Younger brother, sister and I were very scared. However, our parents encouraged us. My father used to leave the house in the morning and manage to get something to eat. Some of our relatives were living under open sky because they were settled at a hill away from city. They had difficulty to reach the city so we helped them substantially.

**What can you do against future disasters?:** I felt after that incident that we should not be afraid of any storm. Instead we should fight against them.

**What do you want to tell your future children?:** I request future generation that they should not be afraid of any types of disasters and fight against them.

### What I felt after earthquake (pp. 35)

**Your experiences:** The sun of October 2005 rose with damage and destruction. Up to one month after earthquake, we had nothing to cover our heads. After one month when NGOs came, we received a tent to live and relief goods to eat and drink. People of Pakistan cooperated with us. Then government announced to pay compensation. We got compensation and started to construct our house. We pray to God to protect us from such type of tragic moments. Our house was completely destroyed in the earthquake and we had to live under the sky.

**What can you do against future disasters?:** I want to say we must not be afraid of any upcoming disaster and compete it.

**What do you want to tell your future children?:** I want to say to the future children that they must not be afraid of such disasters and pray to their God to protect from such storms.

### What I felt from the day of earthquake up to six months (pp. 36)

**Your experiences:** On October 8th 2005, the sun rose with destruction. At exactly 8:52 am, the whole Azad Kashmir suffered a severe earthquake and my house was badly destroyed. I was at school when earthquake took place. After that, a month of relief work continued. People used to get their necessities from relief. If there was no relief, it would have been difficult for us to survive. Then we got compensation. I observed that the NGOs entertained rich people and left the poor. Army Soldiers visited every house. Although my house was not completely collapsed, walls were damaged. We were afraid of living in the house. When we got the compensation, we built temporary shelters. However, it was fearful for me to go into shelters. I was so afraid of earthquake and became nervous whenever anything shook. We should pray to God to survive such disaster.

**What can you do against future disasters?:** I think we should not be afraid of future disasters instead we must face with patience and bravery.

**What do you want to tell your future children?:** I want to say the future children that don't fear such disasters, pray to their God to save the earth from such disasters.

### The unforgettable incident of my life (pp. 37)

**Your experiences:** One month had passed since the earthquake, but I remembered the earthquake of October, 8, 2005. Scenes of earthquake were in my eyes and I was taking it as a sign of doom's day. Many of my dears were under the debris. I was looking for them but to no avail. It was distress everywhere. It was severe cold in December. We had no shelter to live, then we received a tent and started to live in it. I suffered from illness due to the cold. I was afraid that if there was snow fall, my tent would collapse. However, there was no snow fall in 2005. It was very cold and rained continuously. Whenever I remember the earthquake, a current passes through me. I think now we have rehabilitated because of the support from NGOs. Lastly I am thankful to STAR Foundation for providing me a chance to express my feelings.

**What can you do against future disasters?:** If the earthquake occurs again, I can fight against it. We have earthquake safer house and I will adopt safety measures, I can also help others.

**What do you want to tell your future children?:** I want to tell future generation that there was a severe earthquake on October 8th 2005. If such disaster occurs in future, they should help each other and support the poor.

### We and an earthquake (pp. 38)

**Your experiences:** One month had passed since the disaster of October 8, people were worried about the construction of their houses. People had no shelters to live although there was a possibility of severe snow fall. Some organizations came to support people and gave compensation to rebuild their houses. The organization performed nicely to rehabilitate the affected people. Now people live comfortably because of their efforts.

**What can you do against future disasters?:** If earthquake occurs in future we must help others.

**What do you want to tell your future children?:** I want to convey to the future children that they must be ready for any tough situation.

### The first earthquake of my life (pp. 39)

**Your experiences:** The earthquake of October 8th, 2005 was first earthquake of my life. My leg was injured during the earthquake. When I was brought to the hospital, I saw many people lying injured. Some had wounds on their legs, some on their arms and some on their backs. Doctors from different countries were providing medical aid to the patients. I was sent to the operation theater to apply splint and sent back from the hospital after some days. In that hospital, an old man with broken leg was weeping alone. All of his family members died due to the terrible earthquake. Some people were living under the open sky because their houses had collapsed. Even after three to four months of the earthquake, shocks continued. There was a great fear spreading among people. We must help and encourage people.

**What can you do against future disasters?:** If an earthquake comes in future, we should help others. The walls must be built with sheets and roof with steel sheets, so we can escape from earthquakes.

**What do you want to tell your future children?:** We convey to the future generation not to fear if earthquake occurs. Instead, help others and encourage them.

### Winter season, the unforgettable situation of my life (pp. 40)

**Your experiences:** It was one month after the earthquake. There was not much cold in November. However, because of the severe cold at the beginning of December it was hard to live. The NGOs gave us tents which were soon damaged due to fast winds and snow. Afterwards the army provided Rs. 25,000, we used it to construct shelters and started living there. However these were not alternate houses. When it was heavy snow fall, it was hard to survive. It was somewhat easy to spend daytime but very difficult to pass nights. We were hopeless about our lives. The shocks occurred regularly so did thunderstorms. Every night it seemed that we had no more lives and we would die that night. Landslides also occurred and the noise horrified people. It seemed that we would be buried under the earth soon with landslide and would die. These days and nights were extremely fearful and the circumstances are unforgettable for me.

**What can you do against future disasters?:** We must be ready for such tragic circumstance in future and look for a safe place to build house. We must courageously face such incidents and help others.

**What do you want to tell your future children?:** I want to say our younger children that they must be ready for disasters and face with bravely.

### The unforgettable incident of my life (pp. 41)

**Your experiences:** Practical demonstration of solidarity and unity of the nation can be observed in moments of sorrow and joy, both. Such moments provide us with an opportunity to judge it. The earthquake of October 8th, 2005, was such a moment. One month after the earthquake, I was feeling myself safer compared to first two or three days after the earthquake. After two days, snow fall started. Since it was hilly area, it was hard to live with heavy snow fall. We were living in a tent which crashed because of snow. It was very difficult to survive. We spent winters in a safe house in our neighborhood.

After the winter, we constructed our house and started to live there with a sense of security. It is still a fear that such earthquake may occur again. I pray to God to save us from such sudden disasters

**What can you do against future disasters?:** I want to say that carry on encouraging others and remind them their past. They must adopt precautionary measures and use appropriate material.

**What do you want to tell your future children?:** I want to tell the future children that the man should be patient in tough circumstances, situations keep on changing and difficulties do no sustain forever.

### 6 months to 1 year

#### What I felt six months after the earthquake (pp. 43)

**Your experiences:** For six months after the earthquake, I did not go to school. When God rewards a nation, he never punishes it. When a nation indulges in sins, the God punishes. After the earthquake occurred on October 8th, 2005 in Kashmir and Pakistan, NGOs started to come. After six months, my family and I started to build our house and we were in progress. I had to go to far away city to get relief. My village was very far away from the city. Due to the earthquake, my education was affected. My relatives were lost. After six months, we thought to build our house to live in so that I can make progress in life. We received compensation which was 25,000. After seven months from the earthquake, I started my education again. I thanked God that no one died in our school. I convey message to coming generations that they mange to save themselves from such disasters and be successful in the world.

**What can you do against future disasters?:** We should fight against any disasters which may come with determination.

**What do you want to tell your future children?:** I want to say to future children if any disaster comes, not to be afraid and trust in God. In fact whatever God does, it is for welfare of people not to cause harm.

### October 8th, 2005 and loss of life and finance (pp. 44)

**Your experiences:** A disastrous earthquake occurred on October, 8<sup>th</sup>, 2005. After six months from the earthquake, reconstruction of houses had started. Due to the earthquake, we had gone 50 years behind. We can only re-establish ourselves after many years. However people of this country and foreigners helped us because every poor man was constructing his house. Extreme gratitude to God that ERRA started to provide compensation but our leaders had no time for the welfare of the public. Everyone is building his house because ERRA and NGOs provided compensation and relief. ERRA and NGOs helped us like brothers which we cannot forget throughout our lives.

**What can you do against future disasters?:** We all pray to God to save us from such a disaster.

**What do you want to tell your future children?:** Future children should not be afraid of such disasters and tragedies and face these situations bravely.

### 8th October and loss of life and finance (pp. 45)

**Your experiences:** The terrible earthquake of October 8th, 2005 resulted in loss of many lives. Nobody knew that they would lose their friends and never see them again. After six months of the earthquake, construction of houses had started. Due to the earthquake, we went back fifty years. Deficiencies caused by the earthquake could not be compensated in number of years. People of this country, foreign NGOs, US and ERRA helped us very much. Because of their help, we recovered from the loss. Thanks to God that every poor man has constructed his house now. Our rulers have no time to think for the welfare of the people. Many people were deprived. ERRA supported us like our own brothers and we cannot forget their kindness throughout our life. Up to one year, construction of houses had started. Everything was OK but we cannot forget grieves of losing friends in the earthquake. Thanks

**What can you do against future disasters?:** We all pray to God not to put us in such a trouble again..

**What do you want to tell your future children?:** The children of future generation should be ready to face all such circumstances.

### Earthquake of October 8<sup>th</sup> and loss of lives and finance (pp. 46)

**Your experiences:** A destructive earthquake of October 8, 2005, caused a large number of deaths. That day no body knew that they would lose each other and never see each other again. From 6 month to one year of earthquake, construction of houses had started. The earthquake took us back 50 years and the loss would not be recovered in many years. Many foreign organizations supported us with sense of serving humanity. We can never forget their kindness. We were supported by organizations including US and NGOs. Among all, ERRA helped us very much. Both rich and poor people of our country, Pakistan helped us like their own brothers. Rich received the compensation but many poor men were deprived. The martyrs observed fast did not wait to break it. The martyrs put on the uniform (special dress for dead body) and did not wait for coffin.

**What can you do against future disasters?:** We must fight against future disaster disasters. As foreign organizations helped us we should help them.

**What do you want to tell your future children?:** The message for the future generation is that they must be ready to face such circumstances.

### Earthquake of 8<sup>th</sup> October and its effects on life (pp. 47)

**Your experiences:** "Hearts tremble to listen to my tale; hold up yourself and then listen my way of description" October 8, 2005, was a horrible day when a number of valuable lives were lost. No one knew that their dear ones would go off the scene within few minutes. During that time, all was destroyed but thanks to God that the reconstruction of houses started 6 months after the earthquake. Due to the earthquake, we went back 50 years. However, because of support of the government, public and foreign NGOs, we were able to compensate the loss. We cannot forget their kindness. If such a disaster occurs in or away from our country, we will provide full support to affected people and face the situation with courage.

**What can you do against future disasters?:** If any disaster occurs in future, we should face it and should help everybody.

**What do you want to tell your future children?:** The children of future generation must be ready to face such circumstances.



### Earthquake and our problems (pp. 48)

**Your experiences:** The earthquake of October 8, 2005, caused large scale damage. Six months after the earthquake, we were looking for relief. Some NGOs started to provide tents and shelters to the people. At that time, we were worried because we had no shelter and were living under open sky and were still having aftershocks but we were madly chasing relief.

It was the first incident in my life. I was also injured in the earthquake. It was a test for Muslims. During that time, I heard that a group of people with daggers had come to the area and it was terrifying for me and my family. The difficult times kept on passing. Then Pakistani Government announced that affected people would receive compensation to reconstruct their house. The charge was given to the Army for some areas and others were handed over to the NGO. Army performed well but the NGO teased the people very much and delayed compensation. The winter was about to come. The NGO was extremely cruel to people. Everyone thought badly of Islamic Relief and cursed them because they made people worried.

**What can you do against future disasters?:** We shall face future earthquake with courage. We shall support others and encourage them and share the troubles of others.

**What do you want to tell your future children?:** I want to convey to all children and elders of future that they try to learn to face difficult situations and encourage themselves.

### Earthquake and our conditions (pp. 49)

**Your experiences:** There was large scale destruction due to the October, 8, 2005 earthquake. After the six months of the earthquake, our conditions were still worst. Most of the people did not get tents and shelters. Many people had suffered from mental illnesses and a large number were injured. Being a Muslim I believe those days were test from God. We must be thankful to God all the time. A Muslim should always be patient and tolerant. It was the first ever earthquake in my life and we had no idea about it. We had constructed temporary shelters. Many people had no money for buying iron sheets to construct the shelters.

**What can you do against future disasters?:** We can help others and encourage them if an earthquake hits in future.

**What do you want to tell your future children?:** I want to convey to the future children that such tough circumstances should be competed bravery.

### The first earthquake of my life, the conditions and relief etc. (pp. 50)

**Your experiences:** Six months to one year after the earthquake occurred, the situation was tense. The relief was being distributed among people. People in distress were looking for relief. Flour, blanket and some other things were being given to people. The people were in very tense situation. Pakistani nation and foreign countries helped us very much. I kept on providing moral support to all of my family members. Pakistan Army gave compensation to remove debris. At that time, one man had become enemy of others. The people were thinking to get everything for themselves. Some people were very unhappy because many of their relatives had died. They were in difficult conditions. The earthquake was so terrifying for me. Whenever we had rain or wind storm, I thought of earthquake. The earthquake was very terrible but we can survive in such condition.

**What can you do against future disasters?:** I want to tell about the hazards to come and that we should adopt safety measures and help other in such difficult situations.

**What do you want to tell your future children?:** I want to send message to the future generation that we must be able to live in tough conditions.

### Man should help others at every tragic situation. (pp. 51)

**Your experiences:** Six months had passed after the earthquake. There was relief distribution everywhere. People were running after each other for relief. People were fighting each other for relief; brother had turned against his own brother. Some people went to offices of organizations and asked them to provide goods because they had to distribute among affected people. They received goods but kept in their own houses. People fought for relief. Suddenly a rumor came around that a group of people carrying daggers with them had come to the area. The people were terrified. People would scare others during nights and take away relief goods and put blame on group of dagger carriers. Sometimes, a brother would rob his own brother by scaring him and in the morning would come to express sorrow over loss. So everyone should help others in time of trial.

**What can you do against future disasters?:** If such an earthquake occurs in future we shall fight against it with bravery and courage.

**What do you want to tell your future children?:** I want to convey to future generation that if any incident takes place then compete it with boldness and bravery.

### The first tragic incident in my life (pp. 52)

**Your experiences:** Just after the earthquake, many foreigners helped our people through relief; they also gave food items. However due to the relief, people became disintegrated and lost their unity; a brother would turn against his own brother. People tried to snatch away relief goods from others; relief blinded the people. While the people away from the road were searching for dead bodies of their loved ones, many people robbed trucks for relief goods. A number of people had nothing to eat. Many people migrated to cities. A group of robbers entered the village. Whenever they came across a woman, they would take off her jewelry. The people were terrified. There was severe cold those days. People were dying of cold and hunger. However, many people had enough things to survive in cold and had food to eat. I saw first time people becoming enemies of each other during the earthquake.

**What can you do against future disasters?:** We must adopt more measures to save us from such conditions. And house should be built at safe sites. Food and other necessities should be kept in mind.

**What do you want to tell your future children?:** I will convey to the future children that should be patient to face all the tragedies.

### 1 year to 3 years

#### From October, 8 up to now (pp. 54)

**Your experiences:** On October 8, 2005 an earthquake hit AJK. resulting in death of a large number of people. Whenever 8th of October came in the past three years, we remembered people who lost their lives in the earthquake. Now the conditions have improved. Foreign countries supported us and gave us compensation. We have constructed our house and now live in them comfortably. The reconstruction of schools has not yet started. Where shall we study? The winter is near to come. We do not say that NGOs did not support us, they provided us tents. Since we study they should give more attention to building schools, it will be very kind of NGOs. I think you will do something for our school.

**What can you do against future disasters?:** We pray to God to save all of us from such type of troubles.

**What do you want to tell your future children?:** Our elders told us after earthquake that whenever disasters occur we must gather at a safe place and must not try to run, as running can be dangerous.

### Effects of October, 8 earthquake (pp. 55)

**Your experiences:** The earthquake of October 8, 2005 was a tragedy; a day which we can not forget that day throughout our life. That day many people lost their dear ones and many were rendered homeless. Thanks to God that we all have reconstructed our houses. We live in houses with our families very happily. Every man tried his best to improve his financial condition. We have built our houses but no one gave attention to schools and Mosques. The students study in tents. The winter season is about to start and there will be rain, wind and snow fall. If the tents fall down, the study will be disturbed. What will be the future in these circumstances?

**What can you do against future disasters?:** I can adopt safety measures to help the others.

**What do you want to tell your future children?:** If a terrible disaster occurs we should face it with unity.

### Effects of October 8, earthquake (pp. 56)

**Your experiences:** The destructive earthquake of October 8, 2005 was an unforgettable day of our life. On that day many children lost their mothers. Now almost three years have passed after the earthquake but there is no significant change in our condition. Influential people tried to make their financial conditions better and better but no body took notice of helpless poor; their conditions remain unchanged. People gave special attention to construction of houses and their decoration but did not care for schools and mosques. Children are still studying while sitting on stones in schools. For the past 3 year's prayer of special Ramdan night prayers and Eid Prayer are being offered in open fields. The winter season is going to come again, in these conditions what will be our future?

**What can you do against future disasters?:** I can help others through taking measures in disasters.

**What do you want to tell your future children?:** We should face tragic disasters together with unity.

### Effects of 8<sup>th</sup> October, earthquake (pp. 57)

**Your experiences:** As you know, three years ago on October 8, 2005, a massive earthquake took place and destroyed our houses. In that earthquake many mothers lost their children and many children lost their mothers. This incident happened about three years ago. Many of the people have completed construction of their houses and a number of people are still constructing their houses. The people who lost their dear ones still remember and mourn them. We are still studying in tents. People have constructed their houses but Mosque has not yet been constructed in our village. The people of our village have been offering their Ramdan night prayer and Eid prayer in open fields. The biggest problem is schools because we are still getting education in tents. These tents fall due to rains. It is sorry to say that the people feel no shame in begging dowry for their daughters from organizations. However when they are asked about schools and mosques, they turn their faces away. They do not know where their children sit in school. The winter season is about to come once again and there is no care attention to construction of schools. If the school is not constructed, how can we continue our study in these circumstances?

**What can you do against future disasters?:** We pray to God to save us from such type of disasters. If there occurs any disaster, I can help others through adopting measures.

**What do you want to tell your future children?:** If any disaster or tragedy occurs we should respond collectively and help each other.

### Effect of October 8, earthquake (pp. 58)

**Your experiences:** October 8, 2005 was a doomsday for the people of Azad Kashmir. Many of our dear ones left us on that day. When the day of October 8th comes, we shed tears for our loved ones. Government of Pakistan helped the people through compensation. We are now trying to lead a better life. We have reconstructed our houses. People are working to rehabilitate their houses. On the day of earthquake, classes were going on nicely. I remained safe in the earthquake. There was no loss of life in my home. No one took notice of our school. The children are getting education sitting on stones.

**What can you do against future disasters?:** We all pray that May God not send such a disaster in future.

**What do you want to tell your future children?:** We want to tell our children that when a disaster hits you, all of you gather at one place.

### Lively people (pp. 59)

**Your experiences:** The destructive earthquake of October 8, 2005 brought grieves and sorrows for all the people. The earthquake damaged thousands of people and villages on one hand, it gave us a lot on the other. Even after one year, various relief agencies and NGOs continued their work regularly and remained busy in helping people. Despite passage of one year, the people could not forget the dear ones they lost. After one and half years some people still did not construct their houses. Different NGOs prepared designs of earthquake proof houses which caused more trouble for the people because those designs failed in our area. Many foreign and national NGOs kept on working after two years of the earthquake. Now after more than three years, some organizations are still working. The people here are determined, their spirits are high. These people have resumed the life with new determination; the life continues

**What can you do against future disasters?:** If an earthquake occurs in future we shall help the people, take care of them and we shall consider their troubles as our own.

**What do you want to tell your future children?:** I want to give message to all the children of my country that we have to meet such disasters with unity and to cooperate each other in such an hour of trial.

### When earthquake occurred I was at school. And it was the first terrible incident of my life. (pp. 60)

**Your experiences:** After one year of the earthquake, I was in class 8<sup>th</sup> and our school was not yet reconstructed. It was difficult to get education. After about one year of the earthquake different NGOs came and constructed our school and we started getting education regularly. Relief work continued after one year of the earthquake and Pakistan Army kept on helping us day by day. Despite of passing one year of the earthquake, we are still living in shelters. After one year, we started reconstruction of houses. We entered the house after completion which was after two years of the earthquake. We started living happily. Now we are living comfortably because God did not let us demoralise. We have started our work. Now we are leading a peaceful life by grace of God.

**What can you do against future disasters?:** If a storm occurs in future I can face the storm.

**What do you want to tell your future children?:** We want to give message to the future children that if they are hit by a disaster they should face the disaster bravely like us, they will be successful.

### Reconstruction (pp. 61)

**Your experiences:** After one year of the earthquake, many NGOs supported us in reconstruction. They gave us tranches of compensation to buy construction materials. The houses were constructed quickly. Many people did not even lay the foundation of houses yet because they did not receive compensation. Public is suffering because our roads have not yet been constructed. When it rains, the roads are blocked due to landslides in the earthquake affected area. Many NGOs have started to construct school buildings quickly. Different organizations are surveying schools and atmosphere is clean. But the earthquake has terrified us all. Still shocks are being felt.

**What can you do against future disasters?:** We should manage to riddle out of such troubles. We should face it and should never be afraid

**What do you want to tell your future children?:** I want to convey that many troubles come in life but we should never lose courage.

### Population (pp. 62)

**Your experiences:** Eighty percent of our population has been adversely affected; schools, colleges and universities were completely destroyed. In the earthquake, many people grieved for their relatives, neighbors and others. After one year, the buildings started to be constructed and afterwards construction of many buildings was completed. Half part of the Kashmir was completely destroyed. Buildings have been constructed quickly. Half of the population was devastated and people had nothing to eat. Later on different organizations planned to construct the houses of the people and it could not be done in short time. Then, NGO started to provide the compensation to the people and the houses were constructed after one year. The people and population started to grow; God may give us capacity to endure!

**What can you do against future disasters?:** If such an incident occurs in future than we should help our neighbors and others and face the disaster..

**What do you want to tell your future children?:** I want to tell my future generation that they prefer needs of others upon their own. I'll try to save future generation from tough conditions.

### Settlement (pp. 63)

**Your experiences:** The earthquake of 2005 has shaken the history of Kashmir. The great tragedy resulted loss of lives of many people. The destruction caused by the earthquake pushed us many years back. One year has passed after the earthquake. The earthquake has adversely affected residential facilities. Due to the senselessness of public and wrong policies of the government, resettlement had not been proper. The construction materials were expensive and insufficient. People living below poverty line had difficult to manage. Iron, cement and other materials had become so expensive that there was no way to bring our life back to normalcy. Some people are living in temporary shelters and some are constructing their shelters. The brave nation of Kashmir did not lose heart in this great disaster and carried on with their work. Due to courage and hard work of Kashmiri nation, new lives have resumed after the earthquake. May God succeed us in our work and help us to remain on the path of determination!. Aameen.

**What can you do against future disasters?:** I want to say that if such conditions occur in future than we cooperate with the people and support them.

**What do you want to tell your future children?:** I want to tell our future generation that they should prefer needs of others upon their own and construct earthquake proof houses and learn more about the earthquakes.

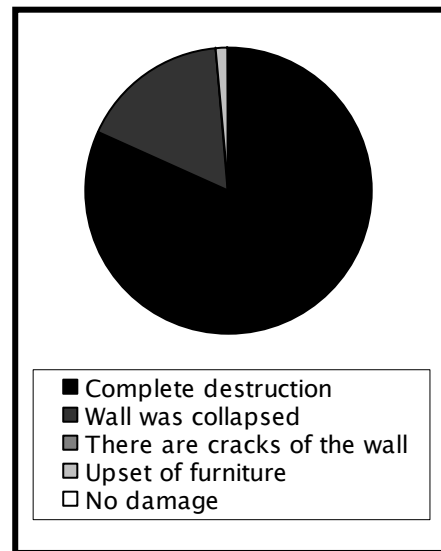
## Appendix: Student's Information

Student's information is useful to understand essays or drawings because students were writing essays and drawing according to their experiences. In the essays of the textbook, their age, family member and some kinds of damages when the earthquake occurred are shown. From the information, many of students lost their family members or relatives because of the earthquake and had severe damages to their houses. They could not live in their house.

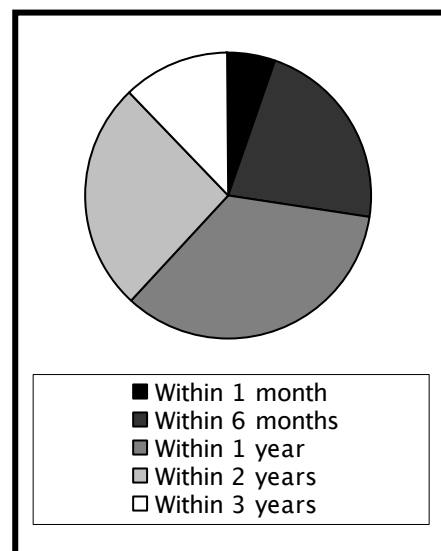
After implementation of essay and drawing competition, questionnaire survey was conducted. According to the questionnaire results, 81.8 % of student's houses were completely destroyed. Most of students had severe damages to their houses. There are no students who had not damaged houses. Time in which more reconstructions were done is 6 month to 1 year. But some students' houses were reconstructed in the duration from 2 years to 3 years. Each student has a different situation. When the competition was held, three years had passed after the earthquake of 2005. But around 30 % of students can not still live in permanent house. 6.6 % of students are living in tents.

### ***Point!***

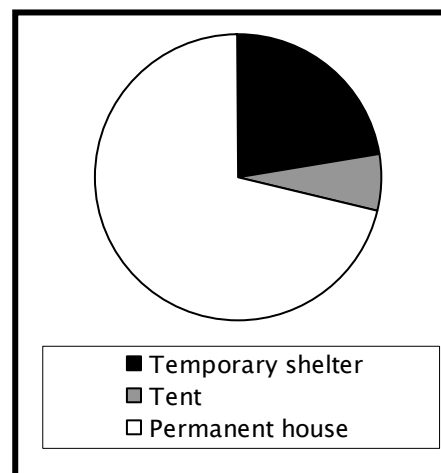
Disaster impact can be seen not only when the disasters occur but also when 3 years passed. Teachers should keep in mind that learning current situation is also a part of disaster education to know impacts of disasters and that each student is different situation. Through sharing experiences among students, students know various aspects of disaster.



House damage



Time of reconstruction



Type of current house

# Appendix: Instruction Material

## Instruction for Essay and Drawing Competition

### Purpose of the program

- Teacher understands how to implement disaster education.
- Students have interest in disaster education and disaster management.
- Collecting earthquake experiences

### Points of Essay and Drawing

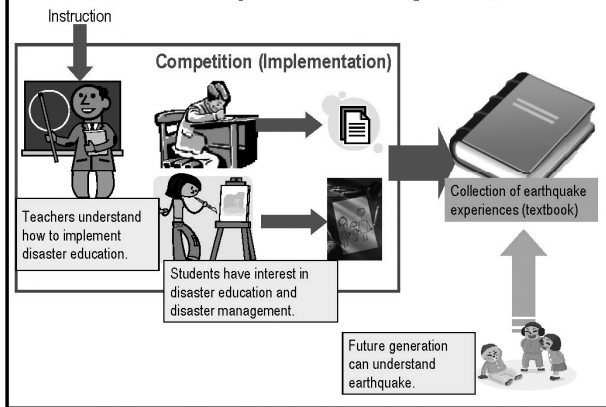
- Writing essay and drawing is good opportunity for students to remember and share experiences and think what they can do for disaster reduction.
- Essays and drawings are good examples for future generation to realize earthquake. Therefore, difficulties or problems in each time period should be written clearly.

### Time periods focused in the competition

- Earthquake occurrence to 3rd day
- 3rd day to end of Ramadan and eid festival
- 1 month to 6 months
- 6 months to 1 year
- 1 year to 3 years

Teachers can rearrange time periods. But time periods should be cover earthquake occurrence to current time.

## Concept of essay and drawing competition



This and the next slide is used to understand what can be written or drawn. But it is not necessary to follow the slide. They are just instruction to understand what can be written or drawn. Students can write and draw their own experiences.

### Earthquake occurrence to 3rd day

- Nobody in Bagh had experienced earthquake. Rescue was done among community. Communication tools were not working. Some people had difficulties to get foods. In the three days after the earthquake, people had many kinds of problems to survive.
- Essay topics: Impression of earthquake, House, Food, Communication, Rescue, etc

### 3rd day to Ramadan and Eid festival (1 month)

- After several days, many organization came to the affected area to provide necessary things. Because of their activities, life condition is improved. But life was not improved if any organization did not come. In such situation, people have to survive by themselves. In addition, this duration is covering Ramadan in 2005. Some people could not congratulate eid because family members died.
- Essay topics: Outside organization's activities, Ramadan and Eid festival in 2005, etc

### 1 month to 6 months

- After 1 month (Eid festival), some people started to reconstruct house. But some people could not. And some people lost job because of the earthquake. There were many problems if they think future life.
- Essay topics: House reconstruction, Recovery, etc

### 6 months to 1 year

- Some people completed house reconstruction but some people can not start house reconstruction. The situation was various. Each people had his/her own experiences in this time.
- Essay topics: House reconstruction, Recovery, etc

### 1 year to 3 years

- Many people completed house reconstruction. But some people could not. Most of recovery activities were completed but reconstruction process were continued. In some villages, activities of disaster management was done against future disasters.
- Essay topics: Recovery, Reconstruction, etc

## Before starting writing essays and drawing...

### Essay

- Please imagine what was difficulties or problems on you in specified time period.
- Then, please discuss with friends. But please write different things from your friends.

### Drawing

- Please imagine what was difficulties or problems on you in specified time period. Please discuss among group members.
- Please decide what you draw with members.

## How to fill out essay sheet

Specified time period

Personal information at the time of the earthquake of 2005. Age, family member in student's house, impacts to family or relatives, and house damages will be shown. [ ] will be filled if available impacts and damages.

Students decide title by themselves.

Students write down essay here.

Students write what they can do against future disasters according to their experiences in "What can you do against future disasters". Students can write what they can or want to do now or in the future.

Students give messages to their future children. Before writing in "What do you want to tell your future children", students will imagine what they should or want to tell

Earthquake occurrence to 3rd day

On 16 October 2005

I was \_\_\_\_\_ years old: I am (male/female)

I was living with \_\_\_\_\_

☐ Family member(s) or relative(s) died

☐ I was severely injured

☐ I could not leave my house because the house was severely damaged

☐ I could leave my house but there were damages on my house

Your Experiences

What can you do against future disasters?

What do you want to tell your future children?

## Time period

- ☐ Earthquake occurrence to 3rd day    ☐ 3rd day to 1 month    ☐ 1 month to 6 months  
☐ 6 months to 1 year    ☐ 1 year to 3 years    ☐ Others ( )

## On 8th October 2005

I was \_\_\_\_\_ years old. I am (male female).

I was living with

## Because of the Earthquake...

- ☐ Family member(s) or relative(s) died.
- ☐ Family member(s) or relative(s) was (were) severely injured.
- ☐ I was severely injured.
- ☐ I could not live in my house because the house was severely damaged.
- ☐ I could live in my house but there were damages on my house.

## Title

## Your Experiences

## What can you do against future disasters?

## What do you want to tell your future children?



معیاد/وقت

☐ زلزلہ واقع ہونے سے تین دن ☐ تیسرے دن سے ایک ماہ ☐ ایک ماہ سے چھ ماہ ☐ چھ ماہ سے ایک سال  
☐ ایک سال سے تین سال ☐ دیگر ( )

18 اکتوبر 2005 کو

میری عمر----- سال تھی۔ میں (میل فی میل) ہوں۔

میں ان کے ساتھ رہتا تھا/تھی۔

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زلزلے کی وجہ سے

☐ خاندان کے افراد یا رشتہ دار جان بحق ہوئے۔

☐ خاندان کے افراد یا رشتہ دار شدید زخمی ہوئے۔

☐ میں شدید زخمی ہوا۔

☐ میں اپنے گھر میں نہیں رہ سکتا تھا کیونکہ گھر بری طرح متاثر ہوا تھا۔

☐ میں اپنے گھر میں رہ سکتا تھا لیکن میرے گھر کو نقصان پہنچا تھا۔

عنوان

آپ کے تجربات

مستقبل کے بچوں کو آپ کیا پیغام دینا چاہتے ہیں؟

مستقبل میں آفات کے مقابلے میں آپ کیا کر سکتے ہیں؟

## ہدایات پر مبنی مواد

مقابلہ مضمون نویسی اور ڈرائیونگ کے لیے ہدایات

پروفیسر ام کے مقاصد  
اسنادیں سمجھ کر پڑھیں اور اسٹرکچرلکچر کا انعقاد کیے کیا جائے  
طلبا، میں ڈیز اسٹرکچرلکچریشن اور ڈیز اسٹرکچرلکچریشن کے حوالے سے دلچسپی ہو  
نزلے کے تجربات کو قیام کرنا  
مضمون اور ڈیزلکچر کے نکات

مضمون نویس اور ڈرائنگ طلباء کے لیے اچھا موقع ہوتا ہے کہ وہ تجربات کو یاد رکھیں اور آپس میں بیان کریں اور یہ سوچیں کہ آفت کی روک تھام کے لیے وہ کیا کر سکتے ہیں۔

مضامین اور ذرائع مستقبل کی نسل کے لیے ڈول کو سمجھنے کے لیے اچھی مثالیں ہیں۔ اس لیے، ہر نام پر پٹے کے دوران مشکلات اور مسائل کو واضح طور پر لکھنا چاہیے۔

ززلہ کے واقع ہونے سے 3 دن تک

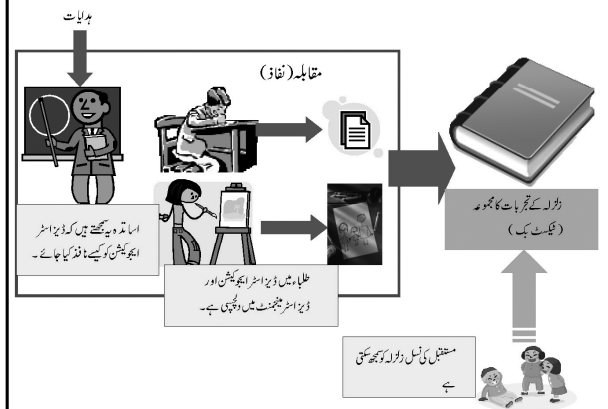
3 دن سے رمضان کے انقضاء اور عید کے سہوار تک  
1 ماہ سے 6 ماہ تک

6 ماہ سے 1 سال

1 سال سے 3 سال تک

اساتذہ ناظم پبلک کو دوبارہ ترتیب دے سکتے ہیں۔ لیکن ناظم پبلک زلزلہ کو واقع ہونے سے موجودہ وقت تک کا احاطہ کریں

مقابلہ مضمون نویسی اور ڈرائینگ کا خاکہ



اور اعلیٰ معیار پر اس لیے استعمال کی گئی ہے تاکہ یہ سمجھا جاسکے کہ کیا چیز بنائی جا سکتی ہے۔ لیکن اس معیار پر یہی رد کرنا ضروری نہیں۔ یہ صرف یہ سمجھنے کے لیے ہدایات ہیں کہ کیا لکھنا اور بنایا جا سکتا ہے۔ طلباء اپنے تجربے کو لکھ کر اور ڈرائنگ کی شکل میں پیش کر سکتے ہیں۔

زلزلہ کے واقع ہونے سے 3 دن

باغ میں کسی کو دلزلے کا تجربہ نہیں تھا۔ بھادو کا کام کمپوٹ نے آپس میں انجام دیا۔ رابطے کے آلات ناکارہ ہو چکے تھے۔ کچھ لوگوں کو خوراک حاصل کرنے میں مشکلات پیش آئیں۔ 3۔ دونوں میں لوگوں کو زندہ رہنے کے لیے بہت سی مشکلات پیش آئیں۔

مضمون کے لیے عنوانات: زلز لے کا اثر، گھر، خوراک، رابطہ، بچاؤ، وغیرہ

3 سے رمضان اور عید کے تہوار تک (ایک ماہ)

کچھ دنوں کے بعد ضروری چیزیں فراہم کرنے کے لیے بہت سے تنظیمیں متاثرہ علاقے میں آئیں۔ انکی سرگرمیوں میں اوجہ سے زندگی کی صورت حال بہتر ہوئی۔ لیکن اگر یہ تنظیمیں ذاتی تو زندگی بہتر نہ آئی۔ ایسی صورت حال میں لوگوں نے اپنے آپ کو خود بخود چھانچا مزید بے پرواہی کے بعد رمضان کا تھکا چڑھا کھلوگ کھلوگ غیظ و خروش اُٹھ کر ہر اس نے نہ کہہ کے کیوں کر ان کے خاندان کے افراط تو ہو گئے تھے۔

مضمون کے عنوانات: غیر ملکی این۔ جی۔ اوز۔ کی سرگرمیاں، رمضان اور عید کا تہوار، وغیرہ۔

1 ماہ سے 6 ماہ (عید کا تہوار)

کچھ لوگوں نے گھروں کی تعمیر شروع کی۔ لیکن کچھ لوگ شروع نہیں کر سکے۔ اور کچھ لوگوں کو کاروبار راز لے لی وجہ سے ختم ہو گیا تھا۔ انہیں مستقبل کی زندگی کے حوالے سے بہت سی مشکلات نظر آتی تھیں۔

مضمون کے عنوانات: گھر کی تعمیر، بحالی، وغیرہ

6 ماہ سے 1 سال

کچھ لوگوں نے گھروں کی تعمیر مکمل کر لی لیکن کچھ لوگوں نے گھروں کی تعمیر شروع بھی نہیں کی۔ صورت حال مختلف تھی۔ اس دوران ہر آدمی کے اپنے تجربا تھے۔

مضمون کے عنوانات: گھر کی تعمیر، بحالی، وغیرہ

1 سال سے 3 سال

بہت سے لوگوں نے گھروں کی تعمیر مکمل کی۔ لیکن کچھ لوگ شروع نہیں کر سکے۔ بحالی کی بہت سی سرگرمیاں مکمل ہوئیں لیکن تعمیر نو کا عمل جاری رہا۔ مستقبل کی آفات کی روک تھام کے لیے کچھ علاقوں میں دیگر اسٹرٹجیٹک کوالے سے سرگرمیوں میں آئیں۔

مضمون کے عنوانات: بحالی، تعمیر نو، وغیرہ

مضمون نویسی اور ڈرائنگ شروع کرنے سے پہلے....

مضمون

برائے مہربانی ذہن میں لائیں کہ اس مخصوص عرصہ کے دوران آپ کو کیا مشکلات یا مسائل درپیش تھے۔ پھر، برائے مہربانی دوستوں سے بیان کریں۔ لیکن اپنے دوستوں سے مختلف تحریر کریں۔

ڈرائیونگ

برائے مہربانی ذہن میں لائیں کہ اس مخصوص عرصہ کے دوران آپ کو کیا مشکلات یا مسائل درپیش تھے۔ پھر، برائے مہربانی دوستوں سے بیان کریں۔ دوستوں کے ساتھ مل کر فیصلہ کریں کہ ڈرائیونگ میں کیا

بنانا ہے

مضمون شیٹ کو کیسے پر کیا جائے

مخصوصاً غم پر پلے

وفاقی معاملات 2005 کے زلزلے کے وقت، عمر، مطالعہ، کم عمر بچے، غم پرانے، اور بے گھر ہونے پر اثرات، اور گھر کے نقصانات دیکھنے کے جانیں گے۔ اگر اثرات اور نقصانات میسر ہوں تو یہ کیسے جانیں گے۔

طلباء شوقان کا انتخاب خود کریں۔

طلباء، یہاں مشورہ کیجئیں۔

آپ مستقبل میں آفات کے متعلق جان کر سکتے ہیں؟ میں طلباء یہ کہنے ہیں کہ وہ اپنے تجربے کی روشنی میں مستقبل کی آفات کے متعلق جانیں کہ سکتے ہیں۔ طلباء یہ کہہ سکتے ہیں کہ وہ آپ مستقبل میں کیا کر سکتے ہیں یا کرنا چاہتے ہیں۔ طلباء مستقبل کے بچوں کو بینات دیتے ہیں۔ آپ مستقبل کے بچوں کو بتانا چاہتے ہیں یا کہنے سے دیکھ سکتے ہیں؟ میں آپ کو بتانا چاہتا ہوں کہ آپ کیسے جانیں گے۔

Earthquake occurrence to 3rd day

On 26 October 2005

name \_\_\_\_\_

age \_\_\_\_\_

sex \_\_\_\_\_

is living with \_\_\_\_\_

Where of the Earthquake

☐ Family member(s) is/are dead

☐ Family member(s) is/are injured

☐ Family member(s) is/are severely injured

☐ Family member(s) is/are missing

☐ I could not see any house because the house was severely damaged

☐ I could see my house but there were damages on my house

Your Experiences

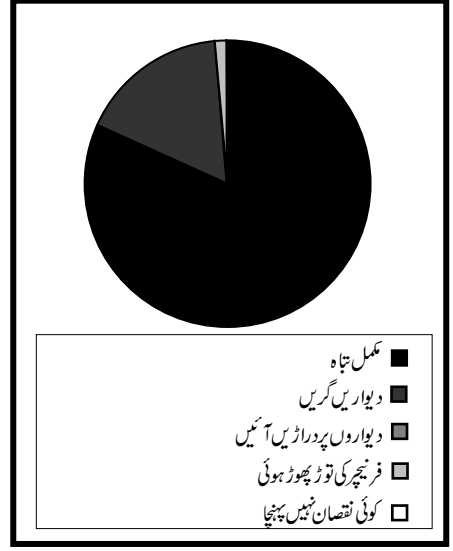
What can you do against future disaster?

What do you want to tell your future children?

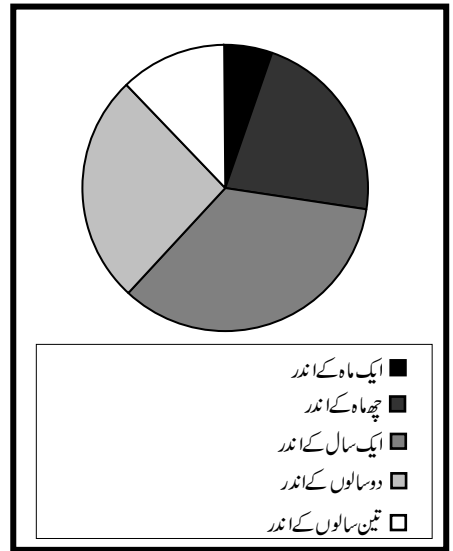
## ضمیمہ: طالب علم کی معلومات

طالب علم کی معلومات مضامین یا ڈرائنگ کو سمجھنے کے لیے مفید ہیں کیوں کہ طلباء نے اپنے تجربات کی روشنی میں مضامین اور ڈرائنگ لکھے۔ ٹیکسٹ بک کے مضامین میں، جب زلزلہ ہوا اس وقت انکی عمر، خاندان کے افراد اور مختلف طرح کے نقصانات کو دیکھا گیا ہے۔ معلومات سے یہ پتا چلتا ہے کہ، زلزلے کے وجہ سے بہت سے طلباء کے خاندان کے افراد یا رشتہ داران سے بچھڑ گئے اور انکے گھروں کو شدید نقصانات پہنچے۔ وہ اپنے گھروں میں نہیں رہ سکتے تھے۔

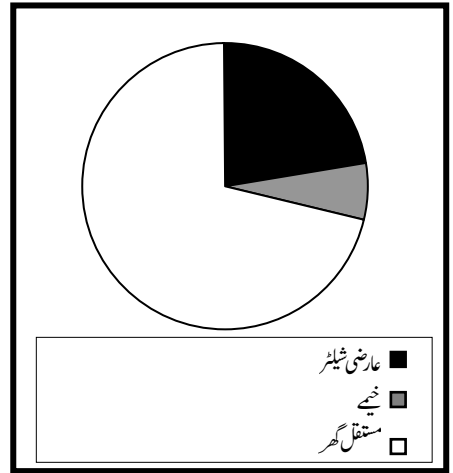
مضمون نویسی اور ڈرائنگ کے مقابلہ جات کے انعقاد کے بعد، سروے کا انعقاد کیا گیا۔ سروے کے سوالنامے کے نتائج کے مطابق 81.8% طلباء کے گھر مکمل طور پر تباہ ہو گئے تھے۔ بہت سے طلباء کے گھروں کو شدید نقصان پہنچا تھا۔ کوئی ایسا طالب علم نہیں تھا جسکے گھر کو نقصان نہ پہنچا ہو۔ زیادہ تر تعمیر نو کا کام 6 ماہ سے 1 سال کے دوران ہوا۔ لیکن کچھ طلباء کے گھر دو سے تین سالوں کے درمیان تعمیر ہوئے۔ ہر طالب علم کی صورت حال مختلف ہے۔ جب مقابلہ جات کا انعقاد کیا گیا، اس وقت 2005 کے زلزلہ کو تین سال گزر چکے تھے۔ لیکن تقریباً 30% طلباء ابھی بھی مستقل گھروں میں نہیں رہ رہے تھے۔ 6.6% طلباء خیموں میں رہ رہے ہیں۔



گھر کو نقصان



تعمیر نو کا وقت



گھر کی موجودہ قسم

### نقطہ!

آفات کے اثرات صرف آفات کے واقع ہونے کے بعد ہی نہیں بلکہ تین سال گزرنے کے بعد بھی دیکھے جاسکتے ہیں۔ اساتذہ کو یہ ذہن میں رکھنا چاہیے کہ موجودہ صورت حال کو سمجھنا بھی ڈیزاسٹر امیجیکیشن کا حصہ ہے کہ آفات کے اثرات اور ہر طالب علم کی مختلف صورت حال کو جاننا۔ تجربات کو آپس میں بیان کرنے سے طلباء آفت کے مختلف اجزاء کے بارے میں جان سکتے ہیں۔

## ایک سال سے تین سال

pp. 59

زندہ دل لوگ

- مصنف این۔ جی۔ اوز کے بارے میں کیا محسوس کرتا تھا؟
- آپ کے خیال میں جن لوگوں نے گھروں کو دوبارہ تعمیر کر لیا ہے اور جنہوں نے گھر دوبارہ تعمیر نہیں کیے میں کیا فرق ہے؟

pp. 54

8 اکتوبر سے لے کر ابھی تک۔

- کیا آپ کے خیال میں تین سال گزرنے کے بعد بھی سکول کی عمارت دوبارہ تعمیر نہیں ہوئی؟
- مصنف این۔ جی۔ اوز کا شکریہ کیوں ادا کرتا ہے؟

pp. 60

جب زلزلہ ہوا تو میں اپنے سکول میں تھا اور یہ میری زندگی کا پہلا خوفناک واقعہ تھا۔

- تکمیل کے بعد مصنف نے کیا محسوس کیا؟
- این۔ جی۔ اوز۔ نے مصنف کے ساتھ کیا تعاون کیا؟

pp. 55

8 اکتوبر کے زلزلے کے اثرات

- کیا آپ کے خیال میں تین سال گزرنے کے بعد بھی سکول کی عمارت دوبارہ تعمیر نہیں ہوئی؟
- لوگوں نے سکول یا مسجد کی طرف توجہ کیوں نہ دی؟

pp. 61

تعمیر نو

- اگر اس وقت سڑکیں نہ بنائی گئی ہوتیں تو کیا مشکلات درپیش ہوتیں؟
- کیا آپ کے خیال میں زلزلے کے اثرات بارش کے دوران اب بھی موجود ہیں؟

pp. 56

8 اکتوبر کے زلزلے کے اثرات

- ان با اثر افراد کے متعلق جو اپنا مالی رتبہ بڑھانے کی کوشش کرتے تھے مصنف کی کیا رائے تھی؟
- کیا آپ کے خیال میں تین سال گزرنے کے باوجود بھی سکول کی عمارت دوبارہ تعمیر نہیں ہوئی ہے؟

pp. 62

آبادی

- اپنے مضمون میں مصنف کیا بتانا چاہتا تھا؟
- آپ کے علاقہ میں تعمیر نو کی کیا صورت حال ہے؟

pp. 57

8 اکتوبر کے زلزلے کے اثرات

- جب مصنف نے لوگوں سے کچھ پوچھا تو انہوں نے اپنے منہ کیوں پھیر لیے؟
- مصنف کو کیا امید تھی؟

pp. 63

ربائش۔

- مصنف حکومتی پالیسی کو غلط کیوں سمجھتا تھا؟
- مصنف کے احساسات کیا تھے جب تین سال گزرنے کے بعد بھی کچھ لوگ عارضی ٹیٹریٹ میں زندگی بسر کر رہے تھے؟

pp. 58

8 اکتوبر کے زلزلے کے اثرات

- 8 اکتوبر کو مصنف نے زلزلے کو کیوں یاد کیا؟
- کیا آپ کے خیال میں تین سال گزرنے کے بعد بھی سکول کی عمارت کو دوبارہ تعمیر نہیں کیا گیا؟

## چھ ماہ سے ایک سال

pp. 48

زلزلہ اور ہماری مشکلات

- حکومت یا این۔ جی۔ اوز۔ کے بارے میں مصنف کے کیا تاثرات تھے؟
- این۔ جی۔ او کے خلاف مصنف کو شکایت کیوں تھی

pp. 43

زلزلے کے چھ ماہ بعد میں نے جو کچھ محسوس کیا

- شہری علاقے اور دیہی علاقے میں کیا فرق تھا؟
- آپ مصنف کے زلزلے سے چھ ماہ بعد تک تعلیم جاری نہ رکھ سکنے کے بارے میں کیا خیال رکھتے ہیں؟

pp. 49

زلزلہ اور ہمارے حالات

- چھ ماہ گزرنے کے باوجود بھی بہت لوگوں کو نفسیاتی مسائل کیوں درپیش تھے؟
- اگر زلزلے کے چھ ماہ بعد بھی آپ کو مستقل گھر نہ مل سکے تو آپ کیا سوچیں گے؟

8 اکتوبر 2005 اور اس سے ہونے والا جانی اور مالی نقصان

- حکمرانوں کے پاس عوام کی فلاح کے لیے وقت کیوں نہ تھا؟
- مصنف ایراء یا دیگر این۔ جی۔ اوز کو بھائیوں کی طرح کیوں سمجھتا تھا؟

pp. 50

میری زندگی میں پہلا زلزلہ، اور اسکے حالات اور ریلیف وغیرہ

- مصنف کو یہ خیال کیوں آیا کہ لوگ ایک دوسرے کے دشمن بن گئے؟
- مصنف کو خاندان کے افراد کی حوصلہ افزائی کرنے کی ضرورت کیوں پیش آئی؟

8 اکتوبر اور اس سے ہونے والے جانی اور مالی نقصانات

- رہنماؤں کے پاس لوگوں کی فلاح و بہبود کے لیے وقت کیوں نہ تھا؟
- مصنف کے خیال میں ایراء بھائیوں کی طرح کیوں تھا؟

pp. 51

ہر برے وقت میں آدمی کو ایک دوسرے کا ساتھ دینا چاہیے۔

- اس صورت حال کے بارے میں کہ جب لوگ امدادی سامان حاصل کرنے کے لیے لڑ رہے تھے آپ کیا سوچتے ہیں؟
- اس وقت لوگوں کو کیا کرنا چاہیے تھا؟

8 اکتوبر کا زلزلہ اور اس سے ہونے والا جانی اور مالی نقصان

- غیر ملکی افراد کی جانب سے بحالی کی سرگرمیوں کے متعلق مصنف کا کیا خیال تھا؟
- مصنف کو یہ کیوں محسوس ہوا کہ ایراء بھائیوں کی طرح تھا؟

pp. 52

میری زندگی میں پہلا دردناک واقعہ۔

- مصنف کو یہ خیال کیسے آیا کہ لوگ ایک دوسرے کے دشمن بن گئے؟
- اس صورت حال کے بارے میں آپ کیا سوچتے ہیں؟

8 اکتوبر 2005 کا زلزلہ اور اس کے زندگی پر اثرات۔

- مصنف این۔ جی۔ اوز۔ کا شکر گزار کیوں تھا؟
- مصنف کا یہ خیال کیوں تھا کہ ہم زلزلے کی وجہ سے 50 سال پیچھے چلے گئے؟

pp. 38

ہم اور زلزلہ

- بغیر گھر کے سردی کا موسم گزرنے کے متعلق مصنف کا کیا خیال ہے؟
- تنظیموں کا بحالی میں کیا کردار تھا؟

pp. 33

زلزلے کے بعد میں نے جو کچھ دیکھا اور سیکھا

- جب امدادی سامان دوسروں نے پکڑ لیا تو خاتون نے کیا محسوس کیا؟
- ان لوگوں کے بارے میں آپ کی کیا رائے ہے جنہوں نے وہ سامان اٹھالیا جسے ایک عورت پکڑنے کی کوشش کر رہی تھی؟

pp. 39

میری زندگی کا پہلا زلزلہ

- مصنف نے بوڑھے آدمی کو دیکھ کر کیا محسوس کیا؟
- مصنف کو دوسروں کی مدد اور حوصلہ افزائی کا احساس کیوں ہوا؟

pp. 34

زلزلے کے بعد میں نے جو کچھ محسوس کیا

- والدین کے بارے میں مصنف کا کیا خیال تھا؟
- آپ کے خیال میں کیا کسی کو دوسرے کا کوئی لحاظ نہ تھا؟

pp. 40

سردی کا موسم اف یہ حالات میری زندگی کے یادگار حالات

- مصنف کیوں یہ سوچتا تھا کہ وہ اس رات مر جائے گا؟
- یہ تجربات مصنف کے لیے ناقابل فراموش کیوں تھے؟

pp. 35

زلزلے کے بعد میں نے جو کچھ محسوس کیا

- اگر متاثرہ علاقوں میں این۔ جی۔ اوز نہ آتیں تو لوگ کس طرح بچ پاتے؟
- تعمیر نو کے متعلق مصنف کی کیا رائے تھی؟

pp. 41

میری زندگی کا ناقابل فراموش واقعہ

- مصنف کا ان ہمسایوں کے بارے میں کیا خیال تھا جنہوں نے رہنے کے لیے جگہ خالی رکھی تھی؟
- مصنف اب تک زلزلے سے خوف کیوں محسوس کرتا ہے؟

pp. 36

زلزلے سے لے کر چھ ماہ تک میں نے جو کچھ محسوس کیا

- این۔ جی۔ اوز۔ نے صرف امیر لوگوں کو کیوں نوازا؟
- این۔ جی۔ اوز۔ کے بارے میں مصنف کی کیا رائے تھی؟
- شیلٹر میں جانے سے مصنف کیوں خوفزدہ تھا؟

pp. 37

میری زندگی کا ناقابل فراموش واقعہ

- سرد موسم میں خیموں کے اندر زندگی کے بارے میں آپ کا کیا خیال ہے؟
- بحالی کے عمل میں این۔ جی۔ اوز۔ نے کیا کردار ادا کیا؟

تیسرے دن سے اختتام رمضان اور عید کے تہوار تک (ایک ماہ)

pp.28

زلزلے کے اثرات

- زلحی ہو جانے والے بچوں کے بارے میں مصنف کے احساسات کیا تھے؟
- لوگوں نے عید کے موقع پر پرانے کپڑے کیوں پہنے؟

pp.23

زلزلے سے لیکر آج تک جو کچھ میں نے محسوس کیا۔

- ان لوگوں کے بارے میں آپ کا کیا خیال ہے جنہوں نے دوسروں کا خیال نہیں رکھا؟
- لوگوں نے عید سادگی سے کیوں بنائی؟

pp.29

رمضان المبارک اور عید

- اس وقت عید کے موقع پر مصنف کو کیا احساس ہوا؟
- مصنف نے کیسے محسوس کیا کہ وقت آہستگی سے گزر رہا ہے؟

pp.24

زلزلے سے لے کر آج تک جو میں نے محسوس کیا

- اس وقت کی عید اور عام طور پر منائی جانے والی عید میں کیا فرق ہے؟
- مصنف کے احساسات کیا تھے؟

pp.30

رمضان اور عید کا تہوار

- زلزلہ کی وجہ سے ہونے والی لینڈ سلائیڈ سے کیا ہوگا؟
- خیموں میں گزرنے والی عید کے متعلق مصنف کے احساسات کیا تھے؟
- بہت سے لوگوں کی ملازمتیں کیوں چھوٹ گئیں؟

pp.25

ہمیں مشکل وقت میں گھبرانہ نہیں چاہیے

- اس وقت کی عید اور عمومی عید میں کیا فرق ہے؟
- لوگ خود غرض کیوں ہو گئے تھے؟

pp.31

رمضان اور عید کا تہوار

- جن والدین کے بچے ان سے جدا ہوئے تھے وہ کیا محسوس کرتے تھے؟
- جب عید آئی تو والدین کے کیا احساسات تھے؟

pp.26

زلزلے سے لے کر آج تک جو میں نے محسوس کیا۔

- لوگوں نے دوسروں کا خیال کیوں نہ رکھا؟
- لوگ ایک دوسرے سے کیوں لڑتے تھے؟
- ایسے لوگوں کے بارے میں آپ کی کیا رائے ہے؟

pp.27

میری زندگی کا پہلا ناقابل فراموش واقعہ

- عید کے موقع پر لوگ کیوں روئے؟
- عید کے لیے اشیاء کیوں مہنگی تھیں؟
- مصنف کے خیال میں اس وقت کی عید عجیب کیوں تھی؟

## سوالات مثالیں

### زلزلے کے وقوع سے تیسرے دن تک

pp.17

زلزلے کے احساسات اور اثرات

- مصنف نے اس وقت کیا محسوس کیا جب دوراتوں تک پورا خاندان مل کر ایک کمرے میں ٹھہرا رہا؟
- جب امدادی سامان تقسیم ہو رہا تھا تو مصنف نے کیا محسوس کیا؟

pp.12

میں اس آزمائش کی گھڑی سے سبق سیکھتا ہوں کہ ہمیں ہر وقت کسی بھی سانحے کے لیے تیار رہنا چاہیے

- محفوظ جگہ ٹھہرنے کے دوران مصنف نے کیا محسوس کیا؟
- بچاؤ کے دوران مصنف نے کیا محسوس کیا؟

pp.18

زلزلے کے حالات

- جب مصنف نے اپنی ماں کی مدد کی تو اسے کیا محسوس ہوا؟
- حالات زلزلہ کے دوران پانی کیوں ضروری تھا؟

pp.13

اس ہولناک سانحہ سے ہم نے سبق سیکھا کہ ہمیں مشکل وقت کا مقابلہ کرنے کے لیے تیار رہنا چاہیے۔

- جب مصنف نے اپنے خاندان کے ایک فرد کو زندہ دیکھا تو اس نے کیا محسوس کیا؟
- مصنف رات کو کیوں سو نہ سکا؟

pp.19

زلزلے کے احساسات

- جب مصنف نے اپنے دادا کے ساتھ مل کر اپنی دادی کو بچایا تو اس نے کیا محسوس کیا؟
- جب طوفان کے دوران مصنف کو سردی لگی تو اس کے احساسات کیا تھے؟

pp.14

میں ہولناک زلزلے میں دوسروں کی مدد کر سکتا ہوں اور انہیں تسلی دے سکتا ہوں۔

- اپنی بہن کو تلاش کرنے کی کوشش کے دوران مصنف کے کیا احساسات تھے؟
- ہم پیشگی تیاری کے لیے کیا کر سکتے ہیں؟

pp.20

ناقابل فراموش واقعہ

- جب مصنف نے اپنے دوستوں یا چچی کو مردہ پایا تو اس نے کیا محسوس کیا؟
- آپ کیا سمجھتے ہیں بہت سے لوگوں کو کفن کے بغیر دفن کیا گیا؟

pp.15

میں سانحات میں دوسروں کی خدمت کر سکتا ہوں اور انہیں تسلی دے سکتا ہوں

- جب مصنف نے بہت سی لڑکیوں کو شہید پایا تو اس نے کیا محسوس کیا؟
- مصنف کا بچاؤ بھائی کیوں مایوس تھا؟
- مصنف نے اپنے بچاؤ بھائی کی حوصلہ افزائی کیوں کی؟

pp.21

زلزلے کے اثرات

- ان لوگوں میں جن کے گھر زیادہ متاثر نہیں ہوئے اور جنکے گھر مکمل تباہ ہوئے فرق کیوں ہے؟
- کیا باپ کی موت، دادا کی موت، اور دادی کی موت میں کوئی فرق ہے؟
- امداد کے بعد لوگوں نے دوسروں کا خیال کیوں نہ رکھا؟

pp.16

عنوان کے بغیر

- یہ جان کر کہ مصنف کا بھائی زندہ تھا مگر اسے شدید زخم آئے تھے مصنف نے کیا محسوس کیا؟
- مصنف بچاؤ کے گھر اور خالہ کے گھر کیوں گیا؟



## لوگ، تنظیمیں اور سہولیات

عنوانات	زلزلے کے وقوع سے 3 دن	3 دن سے 1 ماہ	1 ماہ سے 6 ماہ	6 ماہ سے 1 سال	1 سال سے 3 سال
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کیونٹی	pp. 20	pp. 26	pp. 41	pp. 44, 51	
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## مذہب سے متعلقہ چیزیں

عنوانات	زلزلے کے وقوع سے 3 دن	3 دن سے 1 ماہ	1 ماہ سے 6 ماہ	6 ماہ سے 1 سال	1 سال سے 3 سال
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## ماحول/ماحول پر اثرات

عنوانات	زلزلے کے وقوع سے 3 دن	3 دن سے 1 ماہ	1 ماہ سے 6 ماہ	6 ماہ سے 1 سال	1 سال سے 3 سال
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لینڈ سلائیڈ		pp. 30	pp. 40		pp. 61

### گھروں پر اثرات / رہائشی مسائل

عنوانات	زلزلے کے وقوع سے 3 دن	3 دن سے 1 ماہ	1 ماہ سے 6 ماہ	6 ماہ سے 1 سال	1 سال سے 3 سال
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### دیگر اثرات / جوابی اقدامات

عنوانات	زلزلے کے وقوع سے 3 دن	3 دن سے 1 ماہ	1 ماہ سے 6 ماہ	6 ماہ سے 1 سال	1 سال سے 3 سال
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#### نقطہ!

اگر اساتذہ کے پاس پڑھانے کے عنوانات ہیں تو برائے مہربانی ان ٹیبلوں کو استعمال کر کے مضامین کے عنوانات کا انتخاب کریں۔ ان ٹیبلوں کو استعمال کر کے طلباء زلزلہ کے وقوع سے 3 سال تک کے مخصوص عنوانات سیکھ سکتے ہیں۔

## ٹیکسٹ بک کو کیسے استعمال کیا جائے: جماعت مثالیں:

اس سبق میں ٹیکسٹ بک کے استعمال کے بارے میں چار حوالے تجویز کیے گئے ہیں۔  
حوالہ نمبر 1 سادہ ترین تعلیمی پروگرام ہے جبکہ حوالہ نمبر 4 ایک جدید ترین پروگرام ہے۔

**حوالہ نمبر 1:** طلباء مضامین کو خود پڑھیں، اساتذہ چھوٹے طلباء کو پڑھا سکتے ہیں۔ طلباء زلزلہ میں پیش آنیوالی صورت حال کے تجربات حاصل کریں گئے۔ جب آفت کی روک تھام کے لیے وقت کم ہو تو حوالہ نمبر 1 مناسب ہے۔ لیکن امید ہے کہ حوالہ نمبر 2، 3 اور 4 کا انعقاد خاص کر بڑی کلاسوں کے طلباء کے لیے کیا جائے گا۔

**حوالہ نمبر 2:** یہ حوالہ، حوالہ نمبر 1 کا ترقیاتی پروگرام ہے۔ اساتذہ نصابی کتاب سے سوالات کی مثالیں استعمال کر کے گفتگو کو آسان بناتے ہیں۔ علاوہ ازیں اساتذہ بلا روک ٹوک طلباء سے ان کی سمجھ بوجھ اور دلچسپیوں کے بارے میں پوچھ سکتے ہیں۔

**حوالہ نمبر 3:** اس حوالے میں گروپ بندی بحث پر زور دیا گیا ہے۔ سوالات کی مثالوں کو بطور موضوع بحث استعمال کیا جاسکتا ہے مگر اساتذہ اور طلباء بھی موضوعات بنا سکتے ہیں۔ ان سرگرمیوں کے ذریعے طلباء معلومات کا تبادلہ کر سکتے ہیں۔

**حوالہ نمبر 4:** یہ حوالہ یہ سوچنے کا موقع فراہم کرتا ہے کہ حوالہ نمبر 3 کے علاوہ اور کیا کیا جائے۔ یہ بھی ایک گروپ عمل ہے۔ جب طلباء یہ سوچتے ہیں کہ آفات کی تباہ کاریوں سے بچنے کے لیے کیا کرنا ہے تو طلباء کو یہ بھی سوچنا چاہیے کہ آفات سے پہلے دوران اور آفات کے بعد کیا کرنا ہے۔ یہ احتیاطی تدابیر، تیاری ردعمل اور بحالی/تعمیر نو کے متعلق سوچنے کا موقع فراہم کرتا ہے۔

### نقطہ!

نصابی کتاب میں بہت سی ڈرائینگ شامل ہیں۔ بجائے مضامین کے حوالہ نمبر 1 اور 4 میں ڈرائینگ کو استعمال کیا جاسکتا ہے۔ اس حوالہ میں طلباء کو یہ موقع ملتا ہے کہ وہ یہ سوچیں کہ ڈرائینگ کیا ظاہر کر رہی ہے۔

### حوالہ نمبر 1

مطالعہ

### حوالہ نمبر 2

مطالعہ



اساتذہ طلباء کے درمیان گفتگو

### حوالہ نمبر 3

مطالعہ

گروپ بندی



طلباء کے مابین بات چیت



نتائج پیش کرنا



جائزہ

### حوالہ نمبر 4

حوالہ نمبر 3



یہ سوچنا کہ کیا کرنا ہے



نتیجہ پیش کرنا



جائزہ

## دیگر مقابلے

### مقابلہ مباحثہ :

مقابلہ مباحثہ گروپ بحث کی ایک قسم ہے۔ اساتذہ مضمون نویسی اور ڈرائنگ کے نافذ کردہ طریقہ کار پر عمل پیرا ہو سکتے ہیں۔ گروپ ممبران مختلف عنوانات پر بحث کرتے ہیں۔ مباحثے کے ذریعے طلباء لوگوں کی مختلف صورت حال میں سمجھ سکتے ہیں۔ درج ذیل میں سے کسی ایک کی روشنی میں مباحثہ کے عنوانات کو منتخب کیا جاسکتا ہے۔

(1) ایک استاد فیصلہ کرے (2) کسی ایک مضمون کو پڑھ کر طلباء فیصلہ کریں، اور (3) اساتذہ یا طلباء (سوالات) گائیڈ لائن میں درج سوالات کی مثالوں کی مدد سے عنوانات کا انتخاب کریں۔

امید کی جاتی ہے کہ طلباء کے گروپ رد عمل سے تعمیر نو تک کے عمل کو سمجھنے کے لیے زلزلہ کے واقع ہونے سے موجودہ وقت کا احاطہ کریں گے۔ اگر طلباء آفات کا تجربہ نہ رکھتے ہوں تو عنوانات کا انتخاب نصابی کتب سے کیا جاسکتا ہے۔

### تقریری مقابلہ :

تقریر ایک انفرادی کام ہے مگر اس میں گروپ کا عمل دخل ہونا چاہیے۔ گروپ ورک کو شامل کرنے کا ایک طریقہ تقریر سے پہلے گروپ کے مابین بحث کروانا اور دوسرا طریقہ یہ ہے کہ تقریر کے بعد گروپ میں بحث کروانا۔ اگر گروپ میں بحث تقریر سے پہلے کروائی جائے تو بحث کا عنوان استاد یا طلباء نصابی کتاب کی مدد سے منتخب کر سکتے ہیں۔ اگر گروپ میں بحث تقریر کے بعد کروائی جائے تو طلباء تقریر کے اہم نکات پر بحث کر سکتے ہیں اور سمجھ سکتے ہیں۔

### مقابلہ ڈرامہ :

ڈرامہ پیش کرنا بھی ایک گروپ عمل ہے۔ ڈرامہ پیش کرنے کے لیے منظر کا سامنے ہونا ضروری ہے۔ نصابی کتاب میں موجود مضمون ڈرامے کی ایک شکل ہو سکتا ہے۔ طلباء حقیقی منظر کشی خود بھی کر سکتے ہیں۔ تاہم منظر کشی کے لیے طلباء کے لیے ماضی کی آفات کے متعلق سیکھنا ضروری ہے۔ طلباء سے گزارش ہے کہ ٹیکسٹ بک کو پڑھیں اور ایک دوسرے سے بحث کریں۔ یہ اہم ہے کہ ڈرامہ کو حاضرین کے ساتھ مباحثے کے ذریعے اور صورت حال میں مناسب تبدیلی کے لیے ان سے تجاویز لے کر دلچسپ بنائیں

## مقابلہ ڈرائینگ

### مقاصد:

- آفات کی روک تھام کے لیے
- زلزلے کے تجربات کو یاد کرنا
- زلزلے کے تجربات کو دوسروں تک پہنچانا
- آفات کی صورت میں درپیش مسائل کی شناخت کرنا

### تعلیم کے لیے

- باہمی تعاون کا شعور اجاگر کرنا
- ڈرائینگ کی صلاحیت کو بڑھانا
- نمائش کی صلاحیت کو فروغ دینا

### جو چیزیں تیار کرنی ہیں

- قلم
- ڈرائینگ شیٹ

### دورانیہ

- 120 منٹ اور نمائش/ جائزہ

### سرگرمیاں

- ہدایات (جیسا کہ حوالہ نمبر 23 PP.)
- گروپ بندی
- گروپ مباحثہ
- ڈرائینگ
- نمائش
- جائزہ



شکل: ڈرائینگ کے مقابلہ کے نفاذ کا عمل

### نقطہ!

ہر گروپ سے یہ گزارش کی گئی کہ ایک دوسرے کے باہمی تعاون سے ڈرائینگ مکمل کی جائے۔ یہ فیصلہ سازی اور ایک دوسرے کے ساتھ تعاون کے مواقع ہیں۔



## مقابلہ مضمون نویسی

### مقاصد:

#### آفات کی روک تھام کے لیے

- زلزلے کے تجربات کو یاد کرنا
- زلزلے کے تجربات کو دوسروں تک پہنچانا
- آفات کی صورت میں درپیش مسائل کی شناخت کرنا

#### تعلیم کے لیے

- مضمون نویسی کے ذریعے واضح طور پر اپنے تجربات کو منتقل کرنے کی صلاحیت اجاگر کرنا
- نمائش کی صلاحیت میں اضافہ کرنا

#### جو چیزیں تیار کرنی ہیں

- قلم
- مضمون شیٹ

#### دورانیہ

- 120 منٹ اور نمائش / جائزہ

#### سرگرمیاں

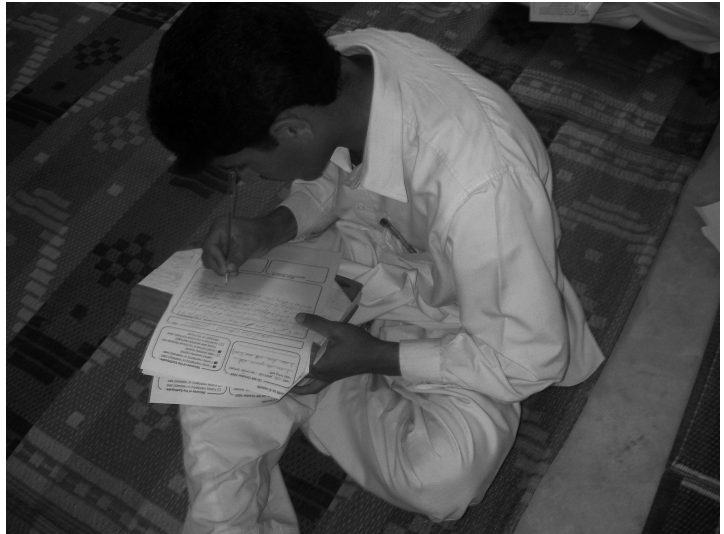
- ہدایات (جیسا کہ حوالہ نمبر 23 PP.)
- گروپ بندی
- گروپ مباحثہ
- مضمون نویسی
- نمائش
- جائزہ



شکل: مضمون نویسی کے مقابلہ کے نفاذ کا عمل

#### نقطہ!

مضمون نویسی کے بجائے گروپ مباحثہ پر زیادہ زور دینا چاہیے۔ مقابلہ مضمون نویسی زلزلے کے تجربات کو ذہن میں لانے اور دوسروں تک پہنچانے اور اس کے علاوہ آفات کے لیے منصوبہ بندی کی اہمیت کا احساس پیدا کرنے کے مواقع فراہم کرتا ہے





ہدایات میں طلباء سے کہا گیا کہ وہ اپنے دیئے گئے ٹائم پر پڑ کے دوران اپنے گروپ ممبران کے ساتھ مسائل یا مشکلات کے متعلق بحث کریں اور مسائل یا مشکلات کو مضمون یا ڈرائیونگ میں لکھیں۔ گروپ میں مباحثہ ان طلباء کے لیے مفید ہوتا ہے جنکو مضامین لکھنے میں دشواری ہو۔ جبکہ ڈرائیونگ میں گروپ ممبران نے اس بات کا فیصلہ کرنا ہوتا ہے کہ ڈرائیونگ میں کیا بنانا ہے۔ اس لیے گروپ میں مباحثہ اس بات کے لیے فیصلہ سازی ہوتا ہے کہ انہوں نے کیا بنانا ہے اور ساتھ زلزلے کی یاد تازہ ہوتی ہے۔

مزید یہ کہ دونوں طرح کے مقابلہ جات میں مباحثہ تجربات کو دکھانے اور بیان کرنے کا ایک حصہ ہے۔ معلومات کا بیان کرنا ڈیزاسٹر مینجمنٹ کے لیے اہم ہے۔ لہذا مباحثہ نہ صرف مقابلہ جات کے لیے بلکہ آفات کی روک تھام کے لیے بھی مفید ہے۔ ہدایات میں طلباء سے گزارش کی گئی کہ وہ مسائل یا مشکلات لکھیں۔ مسائل یا مشکلات کا لکھنا طلباء کے لیے یہ موقع ہوتا ہے کہ وہ یہ سوچیں کہ آفات کی منصوبہ بندی کیوں ضروری ہے اور آفات کی روک تھام کے لیے انہوں نے کیا کرنا ہے۔ حتیٰ کہ مستقبل کے بچے اگر ٹیکسٹ بک میں مضامین اور ڈرائیونگ دیکھیں، وہ ان تجربات سے سیکھیں گے اور انکے لیے مواقع ہونگے کہ وہ سوچیں۔

مقابلہ میں تجویز کردہ پانچ اوقات زلزلہ کے واقع ہونے سے تین سالوں کا احاطہ کرتے ہیں۔ جب طلباء اپنے تجربات کو بیان کریں گے، تو وہ ڈیزاسٹر مینجمنٹ کے چکر میں رد عمل، بحالی/تعمیر نو کے عمل کو سمجھ سکیں گے۔ مضامین اور ڈرائیونگ کو جمع کرنے اور انکو شائع کرنے کے بعد طلباء اس عمل کو سمجھ سکتے ہیں بیشک انکے پاس زلزلے کے اپنے تجربات نہ ہوں۔ مقابلہ جات میں مضامین لکھنے اور ڈرائیونگ اور مباحثہ سمیت 50-60 منٹ کا وقت تھا۔ کچھ طلباء کے لیے 50-60 منٹ کا وقت کافی نہ تھا۔ تجربات کی روشنی میں 30 منٹ مباحثہ اور لکھنے کے لیے 60 منٹ مناسب وقت ہے۔

#### نقطہ!

امید ہے کہ یہ مقابلہ زلزلے کے واقع ہونے سے تعمیر نو تک کے عمل کا احاطہ کرے گا۔ کیونکہ طلباء اس عمل کو سمجھیں گے اور ڈیزاسٹر مینجمنٹ کی اہمیت کو جان سکیں گے

#### نقطہ!

یہ امید ہے کہ طلباء زلزلے کی صورت حال میں مسائل یا مشکلات کو تحریر کریں گے۔ یہ مفید ہے کہ وہ ڈیزاسٹر مینجمنٹ کی اہمیت کو سمجھیں اور یہ سوچیں کہ انہیں کیا کرنا چاہیے۔

## ڈیزاسٹر ایجوکیشن کے طور پر مقابلہ جات کا انعقاد کیسے کیا جائے

### مضامین اور ڈرائینگ کے مقابلہ جات کے نفاذ سے سیکھا گیا سبق



مقابلہ جات میں گروپ بندی

اکتوبر 2008ء میں EDM-NIED اور STAR

Foundation (سٹار فاؤنڈیشن) نے باغ، آزاد کشمیر،

پاکستان میں واقع دو سکولوں میں مضمون نویسی اور ڈرائینگ کے

مقابلہ جات کا انعقاد کیا۔ یہ مضامین اور ڈرائینگ ٹیکسٹ بک کی

صورت میں جمع کر کے شائع کیے گئے۔ دونوں طرح کے مقابلہ

جات میں طلباء کو پانچ گروپوں میں تقسیم کیا گیا۔ مقابلہ مضمون

نویسی کے شرکاء ہر گروپ میں 5 طلباء تھے اور مقابلہ ڈرائینگ کے

لیے 3، مضمون نویسی کے لیے دونوں سکولوں سے 23 اور 25

طلباء اور مقابلہ ڈرائینگ میں 15 اور 19 طلباء نے حصہ لیا۔ ہر

طالب علم نے ایک مضمون لکھا اور ہر گروپ نے ایک ڈرائینگ

مکمل کی۔ ہر گروپ کو اپنا مدعا بیان کرنے کے لیے نیچے دیئے گئے

ٹائم پر پڑ میں سے ایک پر اپنی توجہ مرکوز کرنے کو کہا گیا۔

(1) زلزلے کے واقع ہونے سے 3 دن تک، (2) زلزلے کے

تیسرے دن سے ایک ماہ تک (عید کا تہوار، رمضان) (3) ایک

ماہ سے چھ ماہ تک

(4) چھ ماہ سے ایک سال تک، (5) ایک سال تین سال تک۔ اس

گروپنگ سے مراد یہ کہ طلباء زلزلے کے واقع سے تین سال تک

کے تجربات کو آپس میں بیان کر سکتے ہیں۔ ٹیبل یہ دکھاتے ہیں کہ

ان پانچ اوقات کا انتخاب کیوں کیا گیا اور ان معلومات کی

وضاحت سٹار فاؤنڈیشن نے ہدایات کی صورت میں طلباء سے

کی۔

#### زلزلہ کے واقع ہونے سے 3 دن:

باغ میں کسی کو زلزلے کا تجربہ نہیں تھا۔ بچاؤ کا کام کمیونٹی نے خود انجام دیا۔ رابطے کے آلات ناکارہ ہو چکے تھے۔ کچھ لوگوں کو خوراک حاصل کرنے میں مشکلات پیش آئیں۔ 3 دنوں میں لوگوں کو زندہ رہنے کے لیے بہت سی مشکلات پیش آئیں۔

#### تیسرے دن سے رمضان اور عید کے تہوار تک (ایک ماہ):

کچھ دنوں کے بعد ضروری چیزیں فراہم کرنے کے لیے بہت سے تنظیمیں متاثرہ علاقے میں آئیں۔ انکی سرگرمیوں کی وجہ سے، زندگی کی صورت حال بہتر ہوئی۔ لیکن اگر یہ تنظیمیں نہ آتی تو زندگی بہتر نہ ہوتی۔ مزید یہ کہ یہ پریڈ رمضان سے عید تک کا تھا۔ کچھ لوگوں کے فیملی ممبر زجان بحق ہو گئے تھے انکے غم کی وجہ سے وہ ایک دوسرے کو عید کی مبارک باد نہ دے سکے۔

1 ماہ سے 6 ماہ: ایک ماہ کے بعد (عید کا تہوار)، کچھ لوگوں نے گھروں کی تعمیر شروع کی۔ لیکن کچھ لوگ شروع نہیں کر سکے۔ اور کچھ لوگوں کا روزگار زلزلے کی وجہ سے ختم ہو گیا تھا۔ انہیں مستقبل کی زندگی کے حوالے سے بہت سی مشکلات نظر آتی تھیں۔

#### 6 ماہ سے 1 سال:

کچھ لوگوں نے گھروں کی تعمیر مکمل کر لی لیکن کچھ لوگوں نے گھروں کی تعمیر شروع بھی نہیں کی۔ صورت حال مختلف تھی۔ اس دوران ہر آدمی کے اپنے تجربات تھے۔

#### 1 سال سے 3 سال:

بہت سے لوگوں نے گھروں کی تعمیر شروع کی۔ لیکن کچھ لوگ شروع نہیں کر سکے۔ بحالی کی بہت سی سرگرمیاں مکمل ہوئیں لیکن تعمیر نو کا عمل جاری رہا۔ مستقبل کی آفات کی روک تھام کے لیے کچھ علاقوں میں ڈیزاسٹر مینجمنٹ کے حوالے سے سرگرمیوں عمل میں آئیں۔



سرگرمیاں	مقصد	سرگرمیوں کے نکات
نمائش	یہ جاننا کہ واضح طور کیسے پیش کی جائے دوسرے افراد یا گروپوں کے نظریات بیان کرنا	ہر گروپ اپنی گفتگو کا منچ ڈکھانے کے لیے 10 سے 15 کی نمائش پیش کرے گا۔ سوال و جواب بھی ہوں گے۔ طلباء کے لیے یہ اہم ہے کہ وہ دوسرے گروپوں پر اپنی رائے دیں۔
جائزہ	یہ جاننا کہ نمائش کیسے کی جائے یہ جاننا کہ کیا بہتری لانا ہوگی	طلباء دوسرے گروپ کی نمائش کا جائزہ لیتے ہیں۔ کس گروپ نے جائزہ کے نکات واضح طور پر بیان کیے اور کس گروپ کی آراء اچھی تھی۔ طلباء کے لیے اپنی آراء کو ذہن میں لانے یا نمائش پیش کرنے کے لیے جائزہ اہم ہے۔ جائزہ کے ذریعے طلباء یہ جاننے کے قابل ہو جاتے ہیں کہ آئندہ کس چیز میں بہتری لانی ہے۔
یہ سوچنا کہ کیا کرنا ہے	دورانِ آفت کی صورت حال کو ذہن میں لانے کی صلاحیت میں اضافہ حالیہ زندگی کے مسائل کے متعلق جاننا	اس سرگرمی میں الگ الگ طلباء یا طلباء کے گروپ حصہ لیتے ہیں۔ طلباء کے لیے یہ جاننا ضروری ہے کہ انہیں حال اور مستقبل میں کیا کرنا چاہیے۔ یہ سرگرمی طلباء کو دورانِ آفت کی صورت حال کا علم حاصل کرنے اور اپنے خاندان یا کمیونٹی کی موجودہ حالت جاننے کی طرف متوجہ کرتی ہے۔ اس کے لیے 30 سے 60 منٹ مقرر کرنا مناسب ہے۔
رپورٹ تیار کرنا	علم یا آراء کو ٹھوس بنانا	رپورٹ تیار کرنا طلباء کے لیے اس لیے اہم ہے کہ اس سے ان کی آراء یا علم ٹھوس ہوتا ہے اور ذہن میں فیصلہ سازی کی صلاحیت میں اضافہ ہوتا ہے۔
مضامین لکھنا	زلزلے کے تجربات کو ذہن میں رکھنا آفات سے بچاؤ کی تدابیر کے متعلق جاننے کے مواقع کی فراہمی تجربات کو مضمون کی شکل میں پیش کرنے کی صلاحیت بڑھانا	مستقبل کے بچے آفت زلزلہ کے دوران پیش آنے والی صورت حال کے بارے میں نہیں جانتے۔ اگر طلباء زلزلے کے تجربات رکھتے ہوں تو دورانِ زلزلہ پیش آنے والے تلخ تجربات یا مسائل کو تحریر کرنا بہتر ہے تاکہ نسل آئندہ کو مشکلات سے آگاہ کیا جاسکے۔
ڈرائینگ	زلزلے کے تجربات کو ذہن میں رکھنا آفات کے بارے میں جاننے کے مواقع کی فراہمی منظر کشی کی صلاحیت میں اضافہ کرنا	ڈرائینگ کے مقاصد بھی وہی ہیں جو مضمون نویسی کے ہیں۔ علاوہ ازیں ڈرائینگ اس لحاظ سے بھی مفید ہے کہ اگر مستقبل میں آفاقی تعلیم کے لیے کوئی تصویر یا ویڈیو دستیاب نہ ہو تو بچے آفت کی صورت حال کا تصور ذہن میں لاسکیں۔

### نقطہ!

طلباء پر دو طرح کے اثرات مرتب ہوتے ہیں۔ ایک آفات کے نقصانات کو کم کرنے کے لیے اور دوسرا انسانیت کے لیے۔ کچھ اثرات انسانیت کے لیے ضروری ہیں۔ تاہم سرگرمیوں کو آپ کے مضامین سے مربوط کیا جاسکتا ہے۔ علاوہ ازیں امید کی جاتی ہے کہ استاد یہ سوچیں گے کہ مجوزہ تعلیم کا مقصد آفاقی تعلیم کے ذریعے بچوں کی صلاحیت میں اضافہ کرنا ہے۔

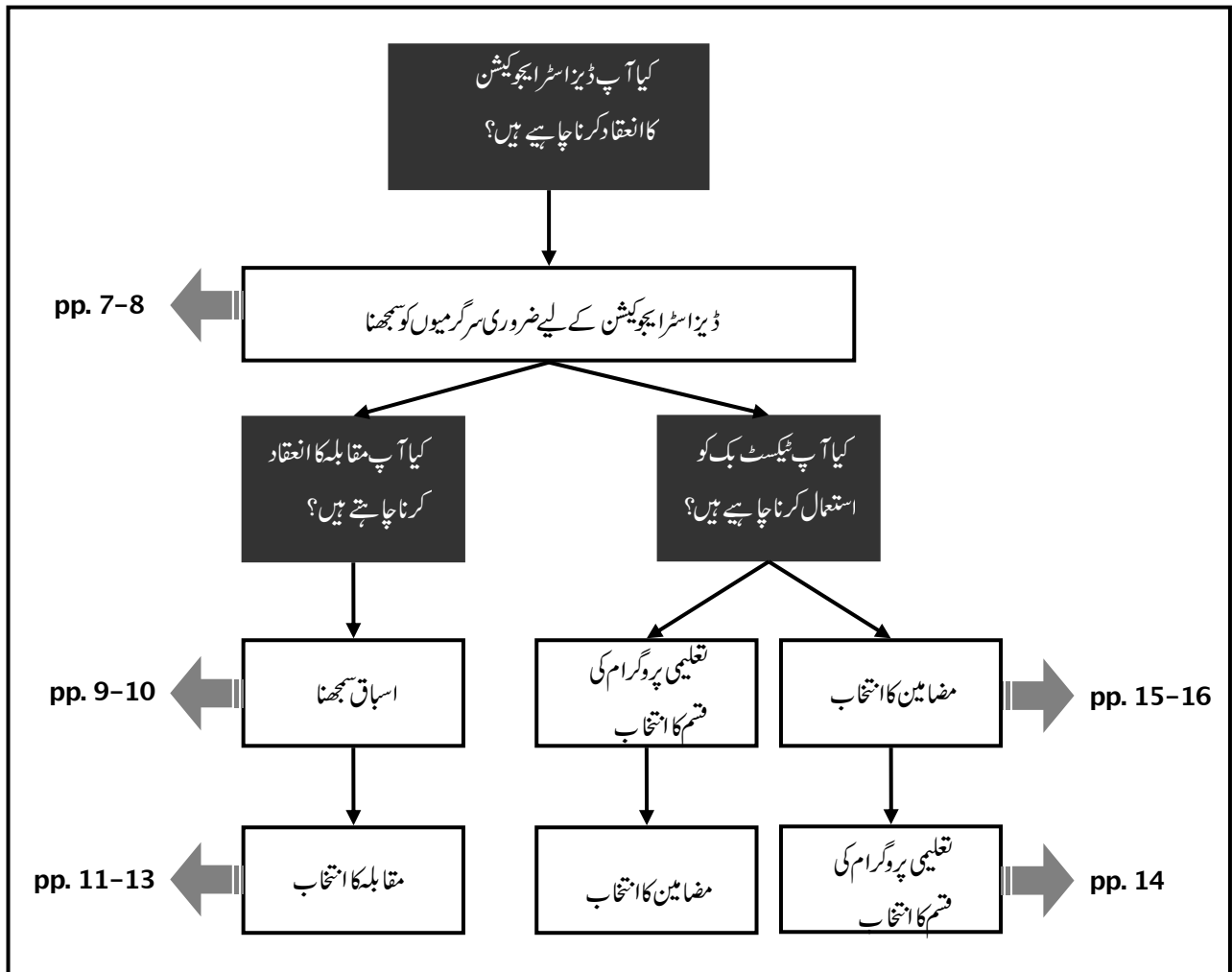
## سرگرمیوں کے نکات

طلباء میں اگاہی کو بڑھانے کے لیے، یہ کافی نہیں کہ اساتذہ تعلیم دیں اور طلباء انہیں سنیں۔ اس طرح کی تعلیمی سرگرمی ناکافی ہے۔ طلباء علم حاصل کر سکتے ہیں لیکن انہیں تبدیل کرنا مشکل ہے۔ طلباء کی اگاہی میں اضافہ کرنے کے لیے یہ ضروری ہے کہ وہ تعلیم میں مستعدی سے حصہ لیں۔ اگر طلباء تعلیمی سرگرمی میں مستعدی سے حصہ لیں گے، تو وہ آفات کی روک تھام کے لیے خود سوچنے کی کوشش کریں گے۔ گائیڈ لائنز میں طلباء کو مستعد بنانے کے لیے تعلیمی پروگراموں کے عمل میں بہت سی سرگرمیاں شامل ہیں۔ خاص طور پر گروپ مباحثہ سرگرم شرکت کو پانے اور طلباء کا آپس میں خیالات کو بیان کرنے پر زور دیتا ہے۔ مزید یہ کہ نمائش اور جائزہ بھی آپس میں بیان کرنے کے لیے مفید ہیں۔

یہ ٹیبل (1) اس گائیڈ لائن میں تجویز کردہ تعلیمی پروگرام میں سرگرمیوں (2) سرگرمیوں سے طلبہ پر اثرات اور (3) نفاذ کے نکات دکھاتا ہے۔ مقابلہ شروع کرنے یا ٹیکسٹ بک کے استعمال سے قبل، امید ہے کہ اساتذہ اس ٹیبل میں دی ہوئی ہر سرگرمی کے معانی سمجھ لیں گے۔

سرگرمیاں	مقصد	سرگرمیوں کے نکات
ہدایات	سمجھنا کہ عمل کیسے کیا جائے اور کیا کیا جائے تعلیم کے مقصد کو سمجھنا	طلباء کے لیے ہدایت دینا ضروری ہے تاکہ وہ یہ سمجھ سکیں کیا کرنا ہے اور کلاس میں عمل کیسے کرنا ہے
مطالعہ	آفت کی صورت میں علم میں اضافہ متاثرہ لوگوں کے احساس کو سمجھنا	طلباء کے لیے ٹیکسٹ بک پڑھ کر ماضی کی آفات سمجھنا ضروری ہے۔ طلباء ٹیکسٹ سے علم حاصل کر سکتے ہیں لیکن صرف پڑھنا مستقبل کی آفات کے متعلق اگاہی بڑھانے کے لیے کافی نہیں۔
طلباء اور اساتذہ کے درمیان مباحثہ	متاثرہ لوگوں کے احساس کو سمجھنا آفت کی صورت حال کے تصور کو ترقی دینا اپنے خیالات کو دیکھانے کے لیے صلاحیت میں اضافہ کرنا	اس کام کے لیے سوال، مثالیں استعمال کیے جاسکتے ہیں اساتذہ طلباء کے ساتھ گفتگو کا اہتمام سوالات اور جوابات کی صورت میں کریں گے۔ یہ گفتگو آفت کی صورت حال کو سمجھنے کے لیے طلباء کے لیے مفید ہے
گروپوں کی تشکیل	آپس میں تعاون کے شعور کو بیدار کرنا	یہ سرگرمی گروپ مباحثہ یا مقابلہ جات کے لیے کی جاتی ہے 4 سے 5 ممبران ہر گروپ میں مناسب ہیں۔ گروپ ورک باہمی تعاون کے لیے اگاہی بڑھانے میں معاون ہوتا ہے۔
طلباء کے درمیان باہمی گفتگو	دوسرے افراد کے نظریات جاننا تجربات یا تصورات کو آپس میں بیان کرنا فیصلہ سازی کی صلاحیت پیدا کرنا یہ جاننا کہ فیصلہ سازی کے لیے صلاحیت کو کیسے فروغ دیا جائے	طلباء کا گروپ میں مباحثہ تعلیم کا ایک اہم جز ہے۔ ہر ممبر کو مواقع ملنے چاہیں کہ وہ اپنے خیالات یا تجربات کا اظہار کر سکے۔ سوال، مثالیں گفتگو کے عنوانات کے طور پر استعمال کیے جاسکتے ہیں۔ مزید یہ کہ طلباء کے گروپ اگر گفتگو کے عنوانات خود بنائیں تو یہ فائدہ مند ہے۔ 50 سے 60 منٹ اس گفتگو کے لیے مناسب وقت ہے۔

خاکہ دیکھتا ہے کہ تعلیم کو کیسے شروع کیا جائے۔ ڈیزائن اسٹریٹیجی کیشن کے انعقاد سے قبل، اساتذہ کو چاہیے کہ وہ تعلیمی پروگراموں میں شامل سرگرمیوں کی افادیت کو سمجھیں۔ افادیت کو سمجھنا اساتذہ کے لیے پروگراموں کو آسان بنانے کے لیے مفید ہے۔ جب اساتذہ تعلیمی پروگرام شروع کریں، تو انہیں چاہیے کہ وہ فیصلہ کر لیں کہ تعلیمی پروگرام کا مقصد کیا ہے۔ اگر اساتذہ ماضی کی آفات کے تجربات کو جمع کرنے اور آپس میں بیان کرنے پر توجہ دیں، تو مقابلہ تجویز کیا جاتا ہے۔ اگر ماضی کی آفات کے تجربات کو منتقل کرنا چاہتے ہیں، تو ٹیکسٹ بک استعمال ہوگی۔ جب اساتذہ مقابلہ جات کا انعقاد کریں، تو اساتذہ سے توقع ہے کہ وہ پراجیکٹ ٹیم کے منعقد کردہ مضامین اور ڈرائیونگ کے مقابلہ جات کے اسباق کو سمجھ لیں گے۔ مقابلہ کو سودمند بنانے کے لیے اسباق کا سمجھنا اہم ہے۔ اگر اساتذہ ٹیکسٹ بک استعمال کریں، تو شروع کرنے کے دو طریقے ہیں۔ اگر وقت مقرر ہے، تو اساتذہ سے امید ہے کہ وہ تعلیمی پروگرام کی قسم کا انتخاب گائیڈ لائنز سے کریں گے اور پھر مناسب مضامین کا انتخاب کریں گے۔ اگر تعلیم کے لیے وقت کافی ہو، تو اساتذہ مضامین کا انتخاب کر سکتے ہیں اور تعلیمی پروگرام کا فیصلہ کر سکتے ہیں۔ جب اساتذہ مضامین کا انتخاب کرتے ہیں، تو اساتذہ گائیڈ لائنز میں سے ”مضامین کے عنوانات“ سے رجوع کر سکتے ہیں۔ اگر اساتذہ کے پاس تعلیم کے لیے کوئی مناسب عنوانات نہیں ہیں، تو اساتذہ ٹیکسٹ بک میں پہلے مضامین سے شروع کر سکتے ہیں۔ تعلیمی پروگرام شروع کرنے کے بعد ”سوالات مثالیں“ (pp. 17-21) اساتذہ کے لیے پروگرام کو آسان بنا کر پڑھانے یا مباحثہ کے لیے معاون ہیں۔



تعلیم کیسے شروع کی جائے

مستقبل کے بچے مضامین پڑھ کر اور ڈرائنگ دیکھ کر ماضی کی آفات کے تجربات کو سمجھ سکتے ہیں۔ یہ مستقبل کی نسل کے لیے ماضی کے تجربات کی منتقلی ہے۔

گائیڈ لائنز کے احداث

1 وہ طلباء جو آفات کے تجربات رکھتے ہیں

2 وہ طلباء جو آفات کے تجربات نہیں رکھتے

ان طلباء کے لیے جنکے پاس زلزلے کے تجربات ہیں یہ ضروری ہے کہ وہ اپنے تجربات کو ذہن میں رکھیں، تجربات کو دوستوں، خاندان اور کمیونٹی میں بیان کریں اور یہ سوچیں کہ مستقبل میں آفات کی روک تھام کے لیے وہ کیا کر سکتے ہیں اور کیا کرنا چاہیے۔ ان طلباء کے لیے جنکے پاس زلزلے کے تجربات نہیں یہ ضروری ہے کہ وہ ماضی کی آفات سے سیکھیں، اس بات کو ذہن میں لائیں کہ اگر کوئی آفت آجائے تو کیا ہوگا، اور یہ سوچیں کہ خطرات کو کم کرنے کے لیے وہ کیا کر سکتے ہیں اور کیا کرنا چاہیے۔

یہ گائیڈ لائنز اس بات پر زور نہیں دیتیں کہ اساتذہ کے پاس ڈیزاسٹر مینجمنٹ کے حوالے سے خصوصی علم ہو۔ گائیڈ لائنز ایسے اساتذہ کے لیے بھی مفید ہیں جنکے پاس ڈیزاسٹر یا ڈیزاسٹر مینجمنٹ کا زیادہ علم نہیں۔ اساتذہ سے امید ہے کہ وہ اپنے سکول میں رہنما ہونے کی حیثیت سے گائیڈ لائنز اور ٹیکسٹ بک کو استعمال کرتے ہوئے ڈیزاسٹر ایجوکیشن کا اہتمام کریں گے۔

گائیڈ لائنز طلباء میں آگاہی بڑھانے کے لیے معاون ثابت ہو سکتی ہیں لیکن یہ ڈیزاسٹر یا ڈیزاسٹر مینجمنٹ کا علم فراہم نہیں کرتیں۔ این۔ جی۔ اوز یا ڈیزاسٹر مینجمنٹ کا خصوصی علم رکھنے والی تنظیمیں ڈیزاسٹر مینجمنٹ کی تعلیم دے سکتیں ہیں۔ طلباء اور خاص طور پر بڑی کلاسوں کے طلباء کے لیے یہ مفید ہوگا کہ وہ ڈیزاسٹر مینجمنٹ کا خصوصی علم رکھنے والی تنظیموں سے علم حاصل کر کہ گائیڈ لائنز کو استعمال کریں۔ اگر سکول ماہر تنظیم کے ساتھ تعاون کرے تو طلباء کی آگاہی میں اضافہ اور مثبت سوچ کی تکمیل ممکن ہے۔

**نقطہ!**

تعلیم کے پروگرام جو گائیڈ لائنز میں بیان کیے گئے ہیں یہ غیر نصابی سرگرمیوں میں دستیاب ہیں۔ تجویز کردہ تعلیمی پروگرام میں باہمی گفتگو شامل ہے۔ اگر اساتذہ تعلیمی پروگرام کو اپنے مضامین کے عنوانات کے ساتھ شامل کر لیں تو اساتذہ اپنے مضامین میں آفات سے متعلق تعلیم دے سکتے ہیں۔ آفت کا تعلق قدرتی اور سماجی ماحول سے ہے۔ تمام مضامین میں یہ مواقع موجود ہیں کہ انکو آفات سے متعلق تعلیم کے لیے استعمال کیا جائے۔ مثلاً سائنس کا تعلق قدرتی ماحول سے ہے، سماجی ماحول کا تعلق معاشرہ یا کمیونٹی سے ہے۔ امید ہے کہ اساتذہ اپنے مضامین اور غیر نصابی سرگرمیوں میں استعمال کریں گے۔

## گائیڈ لائنز کے مقاصد

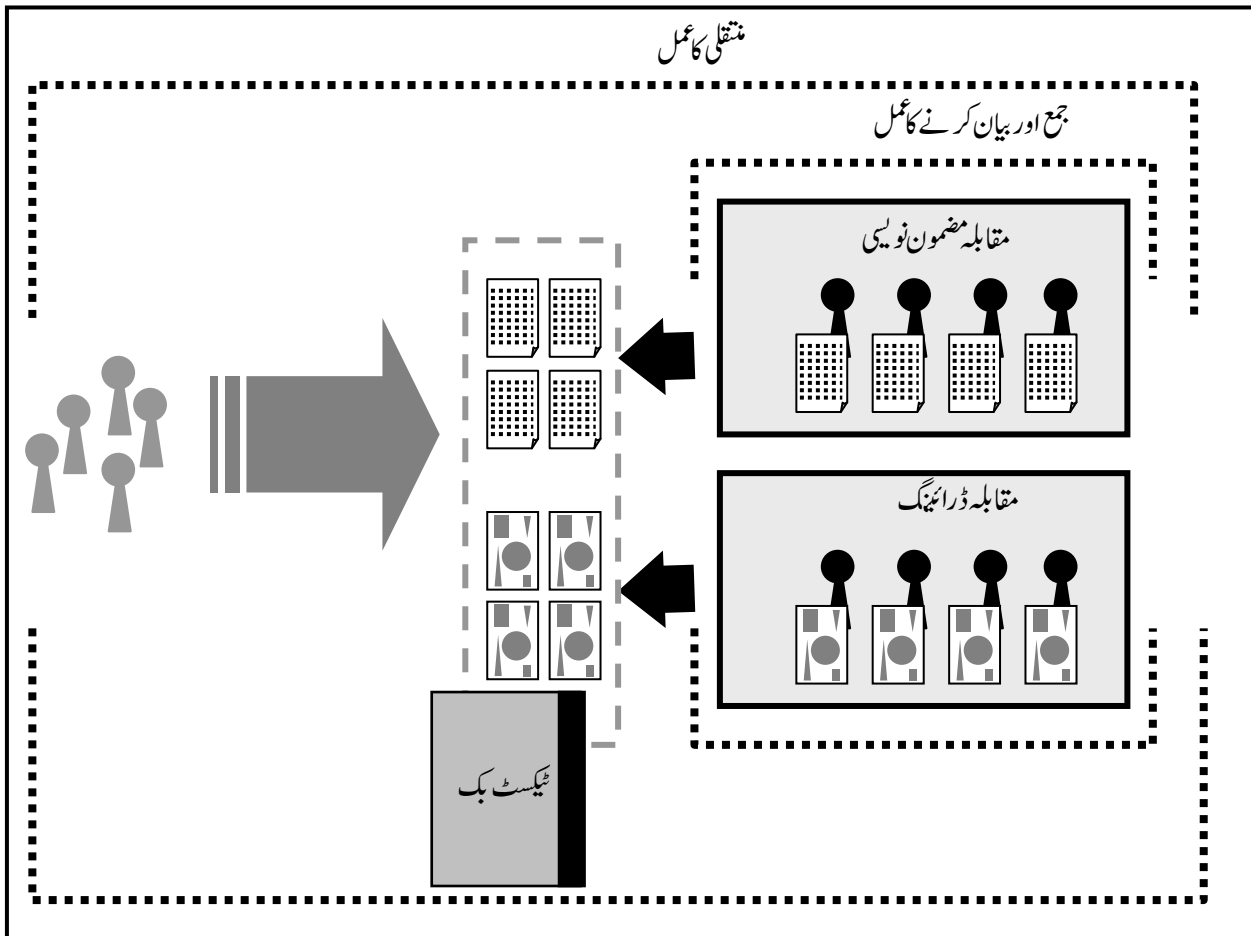
گائیڈ لائنز کے درجہ ذیل مقاصد ہیں:

1 ماضی کی آفات کے تجربات کو جمع کرنا اور دوسروں سے بیان کرنا۔

2 ماضی کے تجربات کو آگے منتقل کرنا۔

ان مقاصد کے حصول کے لیے گائیڈ لائنز بنیادی طور پر یہ فراہم کرتی ہیں (1) ڈیزاسٹر ایجوکیشن کے طور پر مختلف قسم کے مقابلہ جات کا انعقاد کیسے کیا جائے اور (2) ٹیکسٹ بک کو کیسے استعمال کیا جائے ”پاکستان کے 2005 کے زلزلہ کے تجربات: کشمیر کے بچوں کے پیغامات“۔ یہ ٹیکسٹ بک کشمیر کے زلزلہ 2005 سے 2008 تک کے تجربات کا مجموعہ ہے جو سکول کے طلباء کی آراء پر مشتمل ہے اور ان مضامین اور ڈرائیونگ پر مشتمل ہے جو بچوں نے مقابلہ جات کے دوران لکھے جن کا انعقاد EDM-NIED، UNCRD، Kyoto University اور شار فاؤنڈیشن STAR Foundation نے کیا۔

مقابلہ کا انعقاد دونوں صورتوں میں ایک اہم موقع ہے خواہ نصاب کا حصہ ہو یا غیر نصابی سرگرمی۔ تاہم ڈیزاسٹر ایجوکیشن کے طور پر مقابلہ جات کا انعقاد، صرف ڈیزاسٹر ایجوکیشن ہی نہیں بلکہ عمومی تعلیم کا بھی حصہ ہے۔ اگر مقابلہ جات میں آفات کے تجربات پر توجہ مرکوز کی جائے، تو یہ طلباء کے لیے ماضی کے تجربات کو یاد کرنے اور مستقبل میں ڈیزاسٹر مینجمنٹ کے متعلق سوچنے کے مواقع فراہم کرتے ہیں۔ مضامین اور ڈرائیونگ کے مقابلہ جات دوسرے مقابلہ جات سے مختلف ہوتے ہیں، اس طرح کے پروگراموں کے نتائج لمبے عرصے تک رہتے ہیں۔ ان مضامین اور ڈرائیونگ کو ان طلباء کو بھی دیکھا جاسکتا ہے جنہوں نے مقابلہ جات حصہ نہیں لیا۔ جو آفات کے مصائب سے نہیں گزرے وہ جب مضامین پڑھیں گے اور ڈرائیونگ کے مناظر دیکھیں گے تو ان کے ذہن میں آفات کا خاکہ واضح ہو جائے گا، یہ سمجھنے کے لیے معاون ہے۔ تاہم گائیڈ لائنز تجربات کو منتقل کرنے کے لیے مضامین نویسی اور ڈرائیونگ کے مقابلہ جات پر زور دیتی ہیں۔ مقابلہ مضامین نویسی اور ڈرائیونگ آفات سے متعلق بہت اہم تجربات دیکھاتے ہیں اور یہ تجربات مستقبل کے بچوں میں ہمدردی کا احساس پیدا کر سکتے ہیں کیونکہ یہ مضامین اور ڈرائیونگ انہی جیسی (ہم عمر) ایک نسل نے لکھے تھے۔



مقابلہ مضمون نویسی اور ڈرائیونگ اور ٹیکسٹ بک کا خاکہ

	عنوانات
2	دیباچہ
4	گائیڈ لائنز کے مقاصد
7	تعلیمی سرگرمیوں کے نکات
9	ڈیزائن اسٹریجوکیشن کے طور پر مقابلہ جات کا انعقاد کیسے کیا جائے
	مضامین اور ڈرائنگ کے مقابلہ جات کے نفاذ سے سیکھے گئے اسباق
	مقابلہ مضمون نویسی
	مقابلہ ڈرائنگ
	دیگر مقابلہ جات
14	ٹیکسٹ بک کو کیسے استعمال کیا جائے: کلاس کی مثالیں
15	مضمون کے موضوعات
17	سوال مثالیں
22	ضمیمہ: طالب علم کی معلومات
23	ضمیمہ: ہدایات پر مبنی مواد
24	ضمیمہ: مضمون کے لیے شیٹ

18 اکتوبر 2005 کو پاکستان کے علاقے جس میں کشمیر اور صوبہ سرحد شامل ہیں ایک تباہ کن زلزلہ آیا جس سے بڑے پیمانے پر جانی اور مالی نقصان ہوا۔ اقوام متحدہ کا

ادارہ برائے روک تھام آفات (UNISDR)

(www.unisdr.org/eng/task%20force/tf-meetings/12th-tf-mtg/item2-pakistan-iatf-12.ppt.) کے

مطابق 73,000 سے زائد لوگ اس میں جان بحق اور 70,000 زخمی ہوئے۔ 400,000 سے زائد مکانات تباہ یا بری طرح متاثر ہوئے۔ مزید یہ کہ، زلزلے کی وجہ سے 5,000 کے لگ بھگ تعلیمی ادارے بھی تباہ ہوئے۔ جب زلزلہ آیا تو لوگ نہ تو اسکے لیے تیار تھے اور نہ ہی اس طرح کی صورت حال سے نمٹنے کے تجربات رکھتے تھے، جس سے مشکلات میں اضافہ ہوا۔ خطرات کو کم کرنے اور جب آفات آئیں تو ان کے اثرات کو کم کرنے کے لیے ڈیزاسٹر ایجوکیشن ضروری ہے۔ ڈیزاسٹر ایجوکیشن کے مقاصد کے حصول کے لیے، لوگوں سے امید ہے کہ وہ احتیاطی تدابیر اپنائیں گے اور ڈیزاسٹر یا ڈیزاسٹر مینجمنٹ کا علم حاصل کرتے ہوئے مستقبل کے ڈیزاسٹر کی تیاری کریں گے۔ جب آفات آئیں تو لوگوں کو چاہیے کہ وہ رد عمل، جلد بحالی اور کمیونٹی کی حفاظت میں اپنا حصہ ڈالیں۔ زیادہ تر لوگ یہ سمجھتے ہیں کہ ڈیزاسٹر ایجوکیشن ضروری ہے، لیکن وہ اس کی اہمیت کو محسوس نہیں کرتے۔ اسکے لیے آگاہی بڑھانے کی ضرورت ہے۔ اسکے حصول کے لیے ماضی کی آفات سے سیکھنا مفید ہے۔

پاکستان کے زلزلہ زدہ علاقوں میں سکول ڈیزاسٹر ایجوکیشن کو پروموت کرنے کے لیے ”تحقیقاتی ادارہ برائے تحقیف آفات زلزلہ، قومی تحقیقاتی ادارہ برائے زمینی سائنس اور روک تھام آفات (EDM-NIED)، اقوام متحدہ کا ادارہ برائے علاقائی ترقی (UNCRD) اور کیوٹو یونیورسٹی (Kyoto University) نے تحقیقاتی منصوبے کا انعقاد کیا۔ ”سٹار فاؤنڈیشن (STAR Foundation)“ اس منصوبے کی لوکل پارٹنر تھی۔ اس منصوبے میں کشمیر کے متاثرہ علاقوں کے سکولوں میں مضامین نویسی اور ڈرائیونگ کے مقابلہ جات کا انعقاد کیا گیا۔ طلباء سے کہا گیا کہ وہ 2005 کے زلزلہ کے اپنے تجربات لکھیں۔ مضامین اور ڈرائیونگ ماضی کی آفات کے ریکارڈ کی ایک قسم ہیں۔ مستقبل کی نسل متاثرہ لوگوں کے لکھے ہوئے مضامین اور ڈرائیونگ سے ماضی کی آفات کے متعلق جان سکتی ہے۔ ڈرائیونگ اور مضامین تجربات کو جمع کرنے اور انہیں آگے منتقل کرنے کے مواقع فراہم کرتے ہیں۔

یہ گائیڈ لائنز ہیوگو پریفیکچر (Hyogo Prefecture) جاپان میں ڈیزاسٹر ایجوکیشن سے سیکھے گئے اسباق اور پاکستان کے زلزلہ زدہ علاقے باغ آزاد جموں و کشمیر (AJK)، پاکستان میں مضمون نویسی اور ڈرائیونگ کے مقابلہ جات کی روشنی میں تیار کی گئی ہیں۔

یہ گائیڈ لائنز تین حصوں پر مشتمل ہیں۔ پہلے حصے میں یہ بیان کیا گیا ہے کہ ڈیزاسٹر ایجوکیشن کے لیے مختلف قسم کے مقابلہ جات کا انعقاد کیسے کیا جاتا ہے۔ دوسرا حصہ یہ بیان کرتا ہے کہ اساتذہ ڈیزاسٹر ایجوکیشن کا انعقاد اور طلباء کو مواقع کیسے فراہم کر سکتے ہیں کہ وہ ٹیکسٹ بک کا استعمال کریں اور سوچیں کہ خطرات کو کم کرنے کے لیے وہ کیا کر سکتے ہیں۔ ٹیکسٹ بک میں طلباء کے مضامین اور ڈرائیونگ شامل ہیں جو پراجیکٹ کے دوران لیے گئے۔ تیسرے حصے میں مضامین انگریزی ترجمے کے ساتھ منسلک کیے گئے ہیں۔

سکول کے اساتذہ اس گائیڈ لائن اور ٹیکسٹ بک کو استعمال کرتے ہوئے ڈیزاسٹر ایجوکیشن کا انعقاد کر سکتے ہیں۔ گائیڈ لائنز دونوں طرح کے طلباء کے لیے مفید ہے، جن کے پاس زلزلے کے تجربات ہیں اور جن کے پاس تجربات نہیں ہیں۔ گائیڈ لائنز پائیدار سکول ڈیزاسٹر ایجوکیشن میں معاون ثابت ہو سکتی ہیں اور پائیدار ایجوکیشن محفوظ کمیونٹی کے لیے معاون ثابت ہو گئی۔

# ہدایات برائے سکول ڈیزاسٹر ایجوکیشن تجربات کا اظہار اور تشہیر

جنوری 2009