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"HANDs! Myanmar Team သည် "ဆောက်လုံးသိုလ်နှင့်" ရေးသားသူများကို အကြောင်းအရင်း ဖော်ပေးပါသည်။

‘Storyline of this IEC material is adopted from “Little Rope Saves Lives” developed and published by HANDs! Myanmar Team."
In the center of Thayar Aye Township, there was one primary school.
At the school, there lived a little rope. The little rope used to play with the students.

The students enjoyed playing with the little rope and vice versa.
However, as time went by, there were more advanced games available at the school.

So the students only played with those new playthings and abandoned the little rope.
One day, a heavy storm hit Thayar Aye Township.
The storm was quite strong that it even destroyed the bridge that students used to come across to school.

Because of that, the students were not able to get out of the school compound. There was a flood on their route to escape.
Suddenly, the little rope appeared and told the students that it could take the students and everyone to the safety. The students had to listen to it to understand what to bring and what to avoid on the way.
The little rope said, “What you are facing now is called Natural Disaster. A Strom can come with heavy rain and wind. There is also a flood. In hilly region, land slides can also occur.”
Before the disaster, you need to prepare an emergency go-bag to protect yourself. When disaster happens, you can carry the bag together with you. In this bag, there should be:

1) Water and rehydration salt
2) Food
3) Medicine
4) Raincoat and waterproof boots
5) Torch
6) Battery radio
7) Batteries
In order to prepare for flood

1. “You need to check which area in the school has uneven road, or slopes or anything that is dangerous. You need to check whether the school buildings are strong enough to withstand the heavy wind or flood. Always throw rubbish in the bins because if you litter recklessly, the trash can block the drainage and can cause the flood as well.”
2. “You need to know the safe route to hilly ground or cyclone shelter within the school compound where flood cannot reach.”
“You must also be careful about snakes or any venomous beings. They might climb up on the trees or come into the school building to evacuate from flood.”
3. “You must also be prepared yourself in case of emergency. For the situation where emergencies items are not accessible, you can create your own. For example, if you don’t have a life jacket with you, you can use the empty water bottles to create your own life jacket.”
After explaining the students how to protect themselves from the disaster, the little rope helped the students evacuate to the hill nearby the school.
But the students needed to tie several knots on the little rope so that their hands would not slip while it was taking them to safety. The problem was that the students did not know how to tie several knots on the rope at one go to save time. (Do you also know how to make several knots at one go, children?)
The picture below shows the step by step approach to tie several knots at one go.
Finally, using the little rope, the students reached to the hill safely.
Some of the students got hurt during the storm. So they were provided with first aid care. In the case of emergency where you cannot access to basic first aid facilities, here are some of the things you can do by yourself.
Longyi blanket-stretcher
When the situations got better, and students were back in the classroom. The little rope shared the students other Preparedness Tips for earthquake.
“Earthquake can happen anytime, even when you are at school. When earthquake strikes, run outside of the building in 5 seconds. If you cannot run, keep yourself in the position of ‘Drop, Cover and Hold’ in a safe space.”
“You also need protect yourself during the earthquake.” “Securely fasten heavy items and fragile items to avoid them from falling and breaking in the classroom.”
"You must also know the contact to inform any emergency situation.

You will also need to know how far the police station and hospital are from your school."
Evacuate to an open space which is away from high building, electric cables and poles, trees and anything that can fall down.
Fire outbreak usually occurs after the earthquake. Therefore, make sure you always put off the fire or turn off switches after using. Remember to always keep the fire extinguisher in reach.

"In an emergency, first try to escape from the building. If you cannot escape, try to keep the door closed and use a cloth to cover your mouth."

“Let’s protect ourselves from disaster by practicing these prevention measures.”
“Let’s learn about Disasters with Little Rope” Story is an IEC material to raise awareness about disasters and disaster risk reduction for the students, developed by Plan International. The storyteller guideline aims to support the storyteller to tell and facilitate the story in the most effective way to achieve the purpose of the story by delivering the key messages of the story.
(1) Story’s Purpose and Key Messages

Understanding the purpose of the story is one of the main components of storytelling. By understanding so, the storyteller can deliver the story, using respective approach and perspectives to highlight story’s purposes. The purpose of this story “Let’s learn about Disasters with Little Rope” is to help the students aware of the natural disasters and their risks, learn about the prevention measures to reduce the risks and build their capacity for the preparedness and protection. 

In order to reach the purposes, the story delivers four key messages. They are
- Introducing the different types of disasters such as cyclone, flood, earthquake, etc.
- Introducing hazards that can occur within our environment such as snakes, broken bridges, old buildings, etc.
- The importance of preparedness. For example – preparing the evacuation route, preparing the emergency bag, securing the furniture firmly.
- Protecting oneself during the emergencies by utilizing the local resources available in one’s surrounding. For example – making life jacket with water bottle, making several knots at one go to use the rope.

It is important to highlight these key messages during the storytelling.

(2) Storytelling Style

This story is written in a style that listeners feel like they are in the story themselves. That is why, it is important for the storyteller to encourage the interaction from the listeners during story telling by asking questions throughout the story, by doing exercises and so on.

The questions asked can be based on their actual schools so that the listeners can reflect on their school’s situations as well while listening to the story. For example – “Which area in school has the highest ground? Which school building is the strongest? Who do you inform firstly for the emergencies cases?”

Be cautious not to ask too many questions and overwhelm the listeners. Depending on the responses and level of listeners, the storyteller can decide whether to do the exercises during or after the story.
(3) Additional Information

In this story, not only the information on DRR is mentioned, but also the additional information on other issues is mentioned as well. The listeners will be informed about the impact of littering. Reckless littering can block the drainage and can cause flood. Therefore, it is important to throw trash into the bins. They will also be informed about the reusing single use plastic concept through making life jacket with plastic bottles and making plastic bag arm sling. They will learn about the importance of working together to pass through the hardship during the disasters. Even though the main storyline is based on cyclone and flood, many of the prevention and preparedness practices can be applied in many other emergencies cases. The storyteller can create a new story based on the earthquake, using the given information.

(4) Testing the Knowledge Gained

It is important to assess the level of understanding of the listeners about the story after storytelling. The simplest and effective way is Q&A. In Q&A the storyteller can ask “what are the key messages? How did the students respond in emergency?” What are the thoughts after listening to the story?” What would you do if you are in an emergency situation?” and so on.