

DEVELOPING A SAFETY CULTURE IN PRIMARY SCHOOL STUDENTS DURING EMERGENCY SITUATIONS

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Abstract

The importance of protecting younger students from emergencies is enormous. Children at this age do not yet have sufficient life experience and safety knowledge. For this reason, it is very important to teach them how to behave properly during various emergencies – fire, earthquake, flood, hazards associated with electrical equipment, or other natural and man-made disasters. With the help of explanatory work, practical exercises and simulation exercises conducted at school, it is possible to form a safety culture among students. This will not only save their lives, but also serve their future development into responsible citizens in society. Therefore, emergency preparedness for primary school students should be an integral part of the educational process.

Keywords. Emergencies, natural disasters, Conservation, fire or earthquake, flooding, hazards associated with electrical equipment, or natural and man-made disasters.

Introduction

One of the main tasks of every society is to prepare the younger generation for a safe life. This issue is particularly relevant for primary school students, as during this period of psychological and physical development, children have not yet formed a conscious attitude toward potential dangers in their environment. Therefore, it is very important to teach them how to act correctly in various emergency situations and to develop a culture of safety.

Ensuring children's safety and preparing them for different situations is not only the responsibility of parents but also one of the primary duties of educational institutions. By instilling a culture of safety from an early age, society can raise conscious, responsible individuals who are able to behave appropriately in emergency situations.

Primary School Students and Safety Education.

Primary school students are the foundation of the young generation, and their first steps in the process of learning and life are of great importance. Therefore, protecting them from emergency situations should be a priority at the levels of educational institutions, families, and society as a whole.

Primary school students have limited life experience and lack sufficient skills to protect themselves independently from various dangers. For this reason, it is crucial to provide them with basic, simple, and clear information about different types of emergency situations.



Emergency Situations and Their Impact on Children.

Emergency situations include natural disasters, man-made hazards, or other unexpected events that can negatively affect the lives of citizens. Primary school children are usually very sensitive to emotions, and such situations can become a source of stress for them. Therefore, it is of great importance to teach children how to act appropriately during emergencies.

Teaching Basic Skills for Protection in Emergencies.

First of all, in order to protect children during emergency situations, it is necessary to teach them essential survival skills. For example, they should be taught what actions to take in the event of a fire or an earthquake. To achieve this, special training sessions and seminars can be organized. By teaching children to help others, move to safe areas, and follow instructions, their ability to protect themselves in emergencies can be effectively developed.

The Importance of Cooperation Between Parents and Educational Institutions.

Secondly, cooperation between parents and educational institutions is extremely important. Parents should discuss such topics with their children and talk about safety rules at home as well. The family environment can have a positive influence on how a child understands and adopts safety-related knowledge.

Enhancing Safety Culture at the Societal Level.

Thirdly, as a society, we must work to improve our overall safety culture. Preparing for emergency situations is the responsibility of every individual. In this process, local authorities play an active role — they should organize various events and programs aimed at strengthening public awareness and knowledge about safety.

Therefore, protecting primary school students during emergencies is not only the responsibility of the education system but also the duty of the entire society. By equipping children with essential safety knowledge, we can protect their lives. Since they represent the future generation, it is a shared responsibility for all of us to ensure their safety and well-being.

Conclusion.

In our daily lives, emergency situations — such as natural disasters, fires, or incidents caused by human error — can occur at any time. Therefore, teaching primary school students what to do in such situations holds great social importance for society. This type of education not only ensures the personal safety of children but also strengthens their sense of responsibility within their families and communities.

Primary School Students and Emergency Preparedness.

Primary school students experience many new situations during their lives. It is important for them to understand emergency situations and respond appropriately. If children know how to act in such circumstances, they have the opportunity to protect their own lives as well as the lives of those around them. For example, in the event of a fire or a natural disaster, children with this knowledge can make correct decisions and ensure both their own safety and the safety of others.

Social Significance of Preparing Children for Emergencies.

From a social perspective, preparing for emergency situations unites society. By discussing their children's safety and providing them with guidance at home, parents foster cooperation



among themselves. Participation in organized community activities, such as seminars or training sessions, strengthens relationships among community members.

Moreover, when children learn how to act correctly in emergency situations, their self-regulation skills develop. This, in turn, enhances their social responsibility in the future and helps them grow into citizens who contribute positively to society.

Therefore, preparing primary school students for emergencies holds significant social importance. It not only ensures the personal safety of children but also provides broad, beneficial outcomes for society as a whole. Educators and parents play a crucial role in this process — by equipping children with essential knowledge, they ensure individual safety and simultaneously protect those around them.

Developing Character Traits for Emergency Preparedness.

In addition, it is important to gradually cultivate, from early childhood, essential character traits that guide primary school students in protecting themselves during emergencies. Such traits include responsibility, dedication, resilience, compassion, tolerance, and diligence. Achieving this requires the effective collaboration of parents, educators, teachers, continuous education institutions, and local community members. Developing and implementing a coordinated mechanism for this cooperation is crucial to ensure that these qualities are nurtured systematically and effectively in children.

Pedagogical Approaches to Fostering Discipline and Social Responsibility

In school education, systematic efforts are being carried out to ensure that educational and upbringing activities meet the demands of the present day. Accordingly, special attention should be given to the pedagogical opportunities for preparing students for disciplined social behavior. It is particularly important to emphasize that fostering disciplined social attitudes in students has recently emerged as a significant factor contributing to high levels of economic, social, and political development.

Objectives for Gradual Development of Key Skills and Social Attitudes

To systematically cultivate these factors, the following objectives are set to achieve the intended goals:

- To analyze and improve the pedagogical aspects of protecting primary school students during emergency situations and fostering disciplined social behavior;
- To enhance the social-perceptual aspects and principles of protecting primary school students during emergencies and developing disciplined social attitudes;
- To identify criteria for assessing the level of formation of emergency preparedness and disciplined social behavior among primary school students;
- To determine the pedagogical mechanisms for fostering emergency preparedness and disciplined social behavior in primary school students.

Practical Training and Skill Development in Emergency Preparedness

Education in this area develops not only knowledge but also solid skills and reflexes in children. They should learn how to act in various situations not just theoretically or by hearing instructions, but through practical experience.

Preparing children for different hazardous situations through practical exercises, in addition to theoretical knowledge, plays a crucial role in saving their lives. Practical skills help children develop reflexes for timely and correct actions in emergencies.



Practical Skills in Key Situations: Fire Safety

1. Behavior During a Fire:

- Detecting a fire through audible alarms or the smell of smoke.
- Crawling or bending low while moving (since smoke rises).
- Covering the mouth and nose with a cloth or piece of clothing.
- Avoiding contact with electrical appliances.
- Not returning for personal belongings during evacuation.

Practical Skills in Key Situations: Earthquake Safety

2. Behavior During an Earthquake:

- Immediately take cover under a table or stand quietly near a wall.
- Avoid panic, pushing, and stay away from cracked or damaged walls.
- After the shaking stops, exit the building using a safe route.
- Do not use elevators.

Practical Skills in Key Situations: Gas Leak or Technical Malfunction

3. Behavior During a Gas Leak or Technical Malfunction:

- Detect the danger through smell or unusual sounds.
- Do not operate electrical appliances (lights, switches, etc.).
- Open windows to ventilate and clean the air.
- Inform adults or call the emergency number (1050).

Practical Skills in Key Situations: Flood or Strong Wind (Storm)

4. Behavior During a Flood or Strong Wind (Storm):

- Move to higher ground if there is a risk of flooding.
- Avoid standing near trees or in fragile buildings.
- Stay in a safe building rather than traveling long distances on foot.

Teaching Responsibility in Team Actions During Emergencies

In emergency situations, children should learn not only to ensure their own safety but also to act cooperatively with their classmates and teachers. Team-based evacuation is a skill that is useful not only at school but also in many complex situations in life.

Learning Objectives:

- Explain the importance of acting as part of a team;
- Demonstrate that cooperation during panic situations ensures the safety of more people;
- Teach children to follow the teacher's instructions;
- Develop a sense of "orderly evacuation" rather than "acting independently";
- Assist classmates who move slowly;
- Acquire skills to help classmates with physical limitations or those who are frightened.

Introducing Orderly Evacuation Procedures and Developing Key Skills

- Teach children to exit through doors without pushing, in a single file, and without colliding with other classes.



To prepare primary school students for emergency situations, the following skills should be developed:

Listening and Understanding Others: It is important to teach primary school students to carefully listen to those around them, consider their opinions, and understand their emotional state. This helps to develop:

- Following the instructions of the teacher or responsible person leading during emergencies, which can save lives;
- Correctly understanding the condition of classmates, ensuring mutual support;
- Creating harmony in overall social interactions and team actions.

Cooperative Action: Acting in coordination with classmates during emergencies ensures safe evacuation, facilitates assistance, and reduces fear.

Observing Order and Helping Younger Peers **Observing Order:** A well-ordered environment helps children develop self-control, attention, and a sense of safety. This skill provides a solid foundation for acting correctly and confidently in special extreme situations (emergencies).

In emergencies, primary school children may be left without adult assistance. Teaching children from an early age to help others is important for creating a trusting and supportive team environment. This skill strengthens children's empathy, sense of responsibility, and ability to respond effectively in real-life situations.

Developing a sense of responsibility helps future individuals cultivate important social skills such as awareness of the consequences of their actions, independence, and self-regulation even in adverse situations.

Conclusion:

Shaping a culture of safety in primary school students during emergencies is not only crucial for protecting their health and lives but also represents an essential stage in raising a conscious, responsible, and alert future generation. Since school-aged children are not yet fully developed psychologically and physically, instilling preparedness for emergencies, self-protection skills, and the ability to act safely within a secure environment must become an integral part of the educational process.

Developing a culture of safety in primary school students during emergencies is a purposeful and responsibility-driven educational process. Preparing children for emergencies in educational institutions is a continuous effort. It should progress from theory to practice, from knowledge to skills, and from individual responsibility to collective accountability. Such education forms individuals who rely on a system of cultured, responsible, simple, and feasible actions.

Additionally, it is important to use age-appropriate, engaging, and interactive methods in this process, teaching children to act consciously without instilling fear. After all, a culture of safety is not a one-time event but a continuous process of teaching and reinforcement.



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