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BUILDING A CLIMATE-RESILIENT GENERATION SERIES

Climate Resilience & Disaster Preparedness



Teacher's Guide for Primary School Grades 4–6

Prepared for the Nusantara Capital Authority • September 2025

Building Climate Resilience in Nusantara (IKN)

Welcome to the second handbook in the ***Nusantara Green Climate Resilience Education*** series. This volume is for **Primary School (SD) Classes 4-6**. These materials are part of a national effort to help young learners in Nusantara learn and practice simple, powerful actions that strengthen disaster preparedness, helping keep them safe when floods, fires, or landslides occur.

About Climate Resilience in IKN

Indonesia's new capital city, **Nusantara**, is envisioned as a living example of how people and nature can thrive together—built not only as the nation's administrative heart, but also as a global model for sustainability, resilience, and harmony with the environment.

Climate change and other environmental hazards already shape life across Indonesia. Heavy rains can quickly cause flooding, slopes may give way to landslides, hotter days bring heat risks, and fires or smoke can pollute the air and water. These events affect schools, families, and communities.

By learning simple preparedness actions early, schools in Nusantara will help their students stay safe during disasters, understand how nature protects us, and grow into young leaders who can build a safer, more resilient city for the future.

The Purpose of This Series

The ***Nusantara Green Climate Resilience Education*** handbooks are designed to:

- **Equip teachers** with ready-to-use activities that make climate resilience fun and easy for their students to understand.
- **Show the connection** between daily preparedness actions and climate challenges such as floods, fires, landslides, and heatwaves.
- **Encourage schools** to become role models in the community, sharing positive actions that others can follow.

A Message for Teachers

As a teacher, you are guiding your learners on their journey into caring for the Earth. Every question you ask, every small routine you reinforce, helps your learners understand that their actions matter. Your role is essential in raising a generation of students who are proud of their city, connected to their environment, and ready to face future challenges with confidence.

Thank you for leading this journey—step by step, habit by habit.

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About This Handbook

Aims of This Handbook

As part of the ***Nusantara Green Climate Resilience Education*** **series**, this handbook provides teachers with clear guidance, background knowledge, and classroom activities. Its purpose is to give you the confidence and tools to introduce young learners to climate change and disaster preparedness in ways that are simple, memorable, and meaningful.

Specifically, this handbook will help you guide students to:

- **Understand Climate Change in Nusantara** – introduce how changes in weather and the environment make disasters like floods, landslides, fires, and heatwaves more frequent and stronger.
- **Practice Basic Preparedness Skills** – learn a few of the basic things to do before and during a disaster, such as packing an emergency bag, knowing safe evacuation routes, and staying calm in drills.
- **See Disaster Readiness as Part of Climate Resilience** – understand that while disasters cannot always be prevented, good preparation reduces risks to people and keeps schools and communities safer.

How to Use This Handbook

You don't need to be an expert in climate change or disaster risk management to use this handbook — the guidance here will help you explain key ideas in simple, age-appropriate ways. By using this handbook, you will be able to:

- Gain information on **climate change and disaster preparedness** and **common misconceptions** in clear language to share with your learners
- Use **discussion prompts** to start short conversations that connect lessons to your learners' daily lives
- Facilitate **step-by-step activities** with clear objectives and reflection questions
- Optionally, extend learning with **student-led & community projects**
- Apply **evaluation tools** to check learning outcomes and celebrate progress

Each activity follows the same format—**Objective** → **Preparation** → **Steps** → **Reflection Questions** → **Learning Outcome**—so you can easily see how to prepare, what to do, and how to guide reflection.

Why Use Creative Learning Activities?

Young students learn best through **pictures, stories, and movement**. These activities are designed so that learners can:

- **See** clear pictures of good and bad habits
- **Do** simple actions like sorting waste, drawing, or role-playing
- **Feel** proud when they choose habits that help the Earth

Activities make learning memorable, fun, and physical. They are not just games—they are the building blocks of climate resilience. When your learners practice habits like packing an emergency bag, they:

- Stay calmer and safer when emergencies happen.
- Reduce risks to themselves and others.
- Protect their families, classmates, and community.

By making lessons active, you help learners connect everyday choices to the bigger picture of **building a safer, more resilient Nusantara**.

How to Facilitate Creative Learning Activities

The activities in this handbook are **climate-smart, hands-on, and play-based**. Each one is supported by activity sheets and designed to be simple, visual, and enjoyable for young learners. Your role is to guide your learners step by step so they can connect everyday preparedness actions with staying safe during disasters and caring for their community and the Earth..



Getting Ready

Take a little time to prepare before a class begins. Review the associated materials and prepare some questions for discussions. Print any associated activity sheets, gather needed props, and arrange the space so that all learners can see and take part.

Framing Activities



You may want to start your sessions with a short story or a simple question to catch your learners' attention and link the activity they will do to the local context, recent events, or their daily lives. For example, you might ask: *"Why do schools practice evacuation drills?"*



Reflection and Connection

After a session, spend a few minutes reflecting together. Ask questions such as: "Why is it important to have an emergency bag?" Aim to connect their answers to climate resilience, for example: how preparation reduces risks, or why knowing safe places matters.

Celebrate Success



Encourage your learners to celebrate good choices with claps and cheers! Display their creative work and posters in your classroom, or around the school. Praise efforts and remind your learners that small actions make a big difference both at school and at home.



Your Students as Ambassadors

Whenever possible, use a homework format or encourage your learners to take their creative projects outcomes home so that their families and community members can see, appreciate, and take part in the lessons they are bringing from school.

Work Together as a School

Climate-smart preparedness is stronger when the whole school community is involved. Share ideas and experiences with other teachers, and celebrate collective action through events such as a school evacuation drill. Encourage your students to share what they have learned.



Remember: Students learn best when they are **active, praised, and can see the results of their actions.** By linking everyday habits to climate resilience, you help them take their first steps toward becoming guardians of the Earth.

Topic Orientation

About Climate Change & Disaster Risk Preparedness

Climate Change – The Challenge

Climate change means long-term changes in weather caused mostly by human activities such as burning fuels, cutting forests, and poor land use. In Nusantara, these changes can already be seen in daily life. Heavy rains can quickly cause flooding, slopes may give way to landslides, hotter days bring heat risks, and dry seasons can lead to fires and smoke that harm health. Extreme events such as floods, landslides, fires, and heatwaves are becoming more frequent and more severe.

For your learners, these big issues should be explained through their own experiences, such as flooded roads, very hot classrooms, or haze in the air from burning land or forest.

Disasters – More Than Just Bad Luck

Disasters are an inevitable part of life. Climate change is making them stronger and more frequent, and preparation can make our communities much safer.



Climate Change and Stronger Disasters
Climate change has a direct impact on generating heavier rains and hotter dry seasons. Land clearing also increases the chance of floods, landslides, fires, and heatwaves. These events affect schools, families, and daily life.



Preparedness and Protection
Simple steps—like knowing evacuation routes, keeping an emergency bag ready, and practicing school drills dramatically help reduce risks if a disaster happens.



Nature and Resilience
Healthy ecosystems such as forests, mangroves, and wetlands act as natural protection. They help prevent floods, slow landslides, and reduce fire risks. Communities that care for their environment are stronger and safer during disasters.

Solutions – What We Can Do in Schools



Practice Emergency Drills
Regular drills help everyone stay calm and know what to do when a real disaster happens.

Prepare Emergency Bags
Your students can learn to pack simple bags with water, food, and a flashlight to keep their families safe.



Learn Safe Routes
Clear evacuation routes and safe meeting points make it easier to act quickly in an emergency.

Care for the Environment
Healthy ecosystems are natural protectors. Planting trees and keeping drains clear helps protect against floods, landslides, and heat.



Share Safety Knowledge
Encourage your learners to talk with their families about what to do before, during, and after disasters.

Work Together as a School
Teachers, staff, and students can plan as a team so the whole school is ready and resilient.

Common Misconceptions & Clarifications

Children, and even adults, sometimes hold misleading ideas about disasters and preparedness. As a teacher, you can gently guide your learners toward better understanding. For example, many learners believe that disasters are just bad luck and nothing can be done.

You can remind them that while disasters cannot always be prevented, preparation makes people much safer.

Common Misconception	Clarification
"Disasters are just bad luck. There is nothing we can do."	Disasters are natural events, but preparation reduces harm. Drills, emergency bags, and safe routes save lives.
"Students don't need to learn about disasters."	Your learners can play an important role. Knowing what to do helps them stay safe and remind their families of what to do..
"If a flood comes, we should stay at home."	Staying home can be dangerous. Evacuation to a safe place keeps people out of harm's way.
"An emergency bag is too difficult to prepare."	Even simple items like water, a flashlight, or a blanket make a big difference during an emergency.
"Landslides and fires happen suddenly with no warning."	There are often early signs, like heavy rain or thick smoke. Knowing the signs helps people act quickly.
"Heat is only uncomfortable, not dangerous."	Extreme heat can make people sick. Drinking water, resting in shade, and staying cool are important for safety.
"Schools are not safe places during disasters."	Schools can be safe hubs when they prepare well—with clear routes, safe areas, and practiced drills.
"If disasters happen, only adults can help."	Your learners can also help by staying calm, following instructions, and sharing what they have learned.

Creative In-Class Activity Examples

Please note that the activities included in this handbook are examples designed for specific learner levels. Teachers are encouraged to adapt them as they wish, and create their own activities to suit the needs of their class and grade level.

Creative Learning Activity Flow

The activities in this handbook are designed to follow a natural learning flow.

Each learning session can start with a short in-class discussion that helps learners connect the topic to their everyday lives. This is followed by a hands-on activity using provided, photocopyable activity sheets, where learners can explore new habits in fun and engaging ways. An evaluation activity is included to help teachers measure what students have learned at the conclusion of this book.

Guidance on how to use all the materials needed for these steps, such as discussion points, activity sheets, and evaluation tools, is provided below.

In-Class Discussions

Short discussions help your learners connect their own experiences with the bigger idea of climate resilience. These conversations should be simple, lively, and no longer than five minutes. A well-guided discussion can prepare learners for the activity ahead or help them reflect afterwards.

It is often more effective to ask than to tell. Questions like *"What would you take if you had to leave home quickly?"* invite your learners to think and respond. Celebrate their answers, and encourage them to share safety steps they already practice at home. Always close by linking discussion to a clear action they can take, for example: *"Today we will learn what to pack in an emergency bag."*

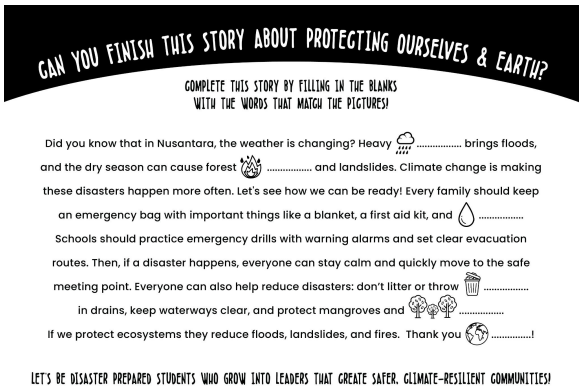
Tips for guiding discussions:

- **Keep it visual** – use real objects or pictures.
- **Use everyday examples** – connect to things your learners see and know.
- **Ask open questions** – encourage thinking and sharing.
- **Celebrate ideas** – clap, cheer, and praise contributions.
- **Link to action** – finish with one clear habit the class will practice.

Each activity in your handbook comes with some suggested discussion points, feel free to also design your own based on current events and situations at the time of delivering your classes.

Activity 1: Fill in the Blanks

Objective Understand that climate change makes disasters more frequent and that simple preparedness actions can keep families and schools safer.


CAN YOU FINISH THIS STORY ABOUT PROTECTING OURSELVES & EARTH?

COMPLETE THIS STORY BY FILLING IN THE BLANKS WITH THE WORDS THAT MATCH THE PICTURES!

Did you know that in Nusantara, the weather is changing? Heavy ..... brings floods, and the dry season can cause forest ..... and landslides. Climate change is making these disasters happen more often. Let's see how we can be ready! Every family should keep an emergency bag with important things like a blanket, a first aid kit, and ..... Schools should practice emergency drills with warning alarms and set clear evacuation routes. Then, if a disaster happens, everyone can stay calm and quickly move to the safe meeting point. Everyone can also help reduce disasters: don't litter or throw ..... in drains, keep waterways clear, and protect mangroves and ..... If we protect ecosystems they reduce floods, landslides, and fires. Thank you .....!

LET'S BE DISASTER PREPARED STUDENTS WHO GROW INTO LEADERS THAT CREATE SAFER, CLIMATE-RESILIENT COMMUNITIES!

Preparation

- Enough story sheets (see 'Creative Activity Sheets') for all your learners.
- Enough pencils for all of your learners.

Optional Discussion Prompts for this Activity

- What disasters have you seen or heard about in Nusantara?
- What happens if people throw trash in drains when it rains?
- How can schools help students stay safe during disasters?

Instructions

1. Choose or create a discussion topic for your class & lead a discussion for a few minutes. Try to engage as many of your learners as possible.
2. Hand out the story sheets and read the first lines aloud together:
   "Did you know that in Nusantara, the weather is changing? Heavy … brings floods…"
3. Show learners how the pictures on the page give clues to the missing words.
4. Ask learners to complete the story by filling in the blanks with the correct words from the pictures.
5. When everyone is finished, read the story aloud again as a class, this time with all the blanks filled.
6. Emphasize the key message: climate change brings stronger disasters, but being prepared keeps people safer.

Reviewing this Activity

See the 'Answer Key' section for answers to this activity sheet.

Activity 2: Disaster Preparedness Crossword

Objective Learners identify the main climate-related disasters in Nusantara, their causes, impacts, and preparedness actions.



Preparation

- Enough crossword sheets (see 'Creative Activity Sheets') for all your learners.
- Enough pencils for all of your learners.

Optional Discussion Prompts for this Activity

- What happens to people and homes when floods, landslides, or fires occur?
- Which disaster do you think happens most often in our community?
- Why is clean water important during a disaster?

Instructions

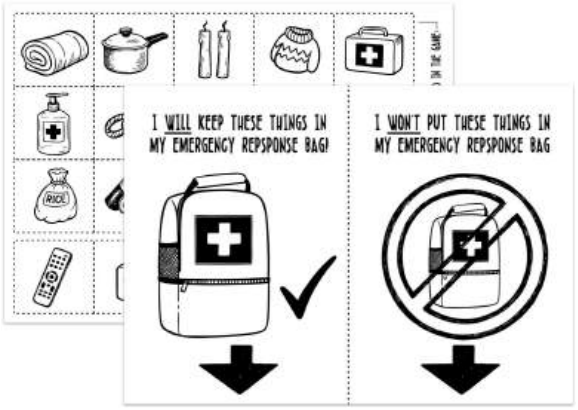
1. Choose or create a discussion topic for your class & lead a discussion for a few minutes. Try to engage as many of your learners as possible.
2. Ask your students to form groups of two.
3. Hand out two crossword sheets to each group.
4. Explain that the clues describe disasters, causes, and items that keep us safe. The learners should fill in the words to complete the crossword.
5. Encourage groups to read clues aloud together and work as a team.
6. Once the groups finish, review the answers as a class, asking students to explain why each emergency kit item is important.

Reviewing this Activity

See the 'Answer Key' section for answers to this activity sheet.

Activity 3: Emergency Response Bag

Objective Learners identify what items belong in an emergency response bag and explain why they are important.



Preparation

- Make one copy of the emergency bag sheet and one copy of the emergency items sheet.
- Cut up the sheets along the dotted lines.

Optional Discussion Prompts for this Activity

- What would you take if you had to leave your house quickly?
- What kinds of things would not be useful to have in an emergency?
- What is one item your family should always keep ready?

Instructions

1. Choose or create a discussion topic for your class & lead a discussion for a few minutes. Try to engage as many of your learners as possible.
2. Tape or place the two images of the emergency bag at the front of the room, one on the left and one on the right.
3. Divide the class into pairs. Give each pair one card representing an item.
4. Ask the pairs to decide if their item belongs in the emergency bag or not.
5. When all pairs are ready, invite each group to get up and stand next to the sign that corresponds to their decision, then explain what their item is and why it should or should not be in the emergency bag. For example, they might say something like: *"We have a flashlight. It belongs in the bag because it helps when it is dark."*
6. As a class, review each decision and confirm correct answers.
7. If any of the item cards were not distributed, read out what they are, one by one, and have the class decide if they belong in an emergency kit.

Reviewing this Activity

See the 'Answer Key' section for answers to this activity sheet.

Evaluation Activity: Packing an Emergency Bag

Objective Learners demonstrate understanding of disaster preparedness by choosing the most important items for an emergency bag.



Preparation

- Enough "Pack Your Emergency Bag" sheets (see 'Creative Activity Sheets') for all your learners.
- Enough pencils for all of your learners.

Optional Discussion Prompts for this Activity

- Why do families need to prepare before a disaster happens?
- What items do you think everyone needs most during an emergency?
- How can being prepared help you feel calmer when disasters happen?

Instructions

1. Choose or create a discussion topic for your class & lead a discussion for a few minutes. Try to engage as many of your learners as possible.
2. Hand out the activity sheet and explain:
   "This is your emergency bag. But it only has room for 12 items. Look at the list of things and choose the 12 most important items to put inside."
3. Ask learners to circle or write the numbers of the items they would include.
4. When they are finished, collect the sheets.
5. Review the answers as a class, highlighting why certain items are important. Emphasize that important documents must always be included.

Grading this Sheet

See the 'Answer Key' section for answers to this activity sheet. To grade this sheet you can give one point for each item correctly placed in the bag.

Optional Extension Activities

The following are some examples of activities that extend learning beyond the classroom and connect directly to challenges faced in Nusantara and across Kalimantan. They encourage your learners to take responsibility, involve their families and the community, and show how disaster preparedness and climate-smart habits reduce real risks such as floods, fires, and landslides.

Even small projects can make a difference! With teacher support, learners can lead activities that grow into long-lasting habits for the whole school.

Student-Led Project Ideas

Disaster Safety Poster Day

Learners work in small groups to design posters that combine creative works of art with simple disaster risk reduction messages like “Don’t block drains,” “Know the safe route,” or “Have an emergency bag ready.” Display the posters around the school.

Resilience Link: Spreads clear preparedness messages and builds pride in helping the school stay safe.

Safe Routes Map

Learners work with the school administration and safety authority to determine the disaster response policy and then draw and display a simple map of their school with evacuation routes and safe meeting points clearly marked.

Resilience Link: Reinforces knowledge of evacuation paths and helps the whole school community act quickly during disasters.

Tips for Teachers: Encourage your learners to share their project progress during class meetings or assemblies. Set up a progress board to track achievements. As their confidence grows, invite them to present their strategies to other classes or at school events so their ideas spread



Connecting with Community

The following optional activities give learners the chance to connect with local expertise and see real-life examples of climate and disaster preparedness.

Guest Speaker Event

Invite a guest speaker, such as a community member, activist, or environmental worker, to share their knowledge and experience about a specific topic.

Community Preparedness Walk

Take learners on a short walk around the school or nearby community with a local disaster volunteer, safety officer, or village leader. They can point out safe meeting points, evacuation routes, or areas at risk (like low-lying streets).

Tips for Teachers: Involve learners in choosing the guest or visit, and prepare them with guiding questions. Keep the session short and interactive. Afterwards, ask: *"What new thing did you learn? How can we use this in our school or community?*

Answer Keys for Activity Sheets

(FOR TEACHER REFERENCE)

CAN YOU FINISH THIS STORY ABOUT PROTECTING OURSELVES & EARTH?

COMPLETE THIS STORY BY FILLING IN THE BLANKS
WITH THE WORDS THAT MATCH THE PICTURES!

Did you know that in Nusantara, the weather is changing? Heavy ..... rain ..... brings floods, and the dry season can cause forest ..... fires ..... and landslides. Climate change is making these disasters happen more often. Let's see how we can be ready! Every family should keep an emergency bag with important things like a blanket, a first aid kit, and ..... water ..... Schools should practice emergency drills with warning alarms and set clear evacuation routes. Then, if a disaster happens, everyone can stay calm and quickly move to the safe meeting point. Everyone can also help reduce disasters: don't litter or throw ..... trash ..... in drains, keep waterways clear, and protect mangroves and ..... forests ..... If we protect ecosystems they reduce floods, landslides, and fires. Thank you ..... Earth .....!

LET'S BE DISASTER PREPARED STUDENTS WHO GROW INTO LEADERS THAT CREATE SAFER, CLIMATE-RESILIENT COMMUNITIES!

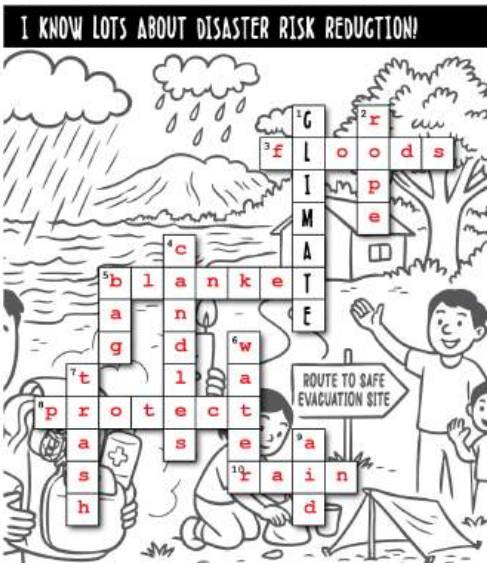
Your learners should fill in the answers shown in red, or synonyms for them.

DOWN

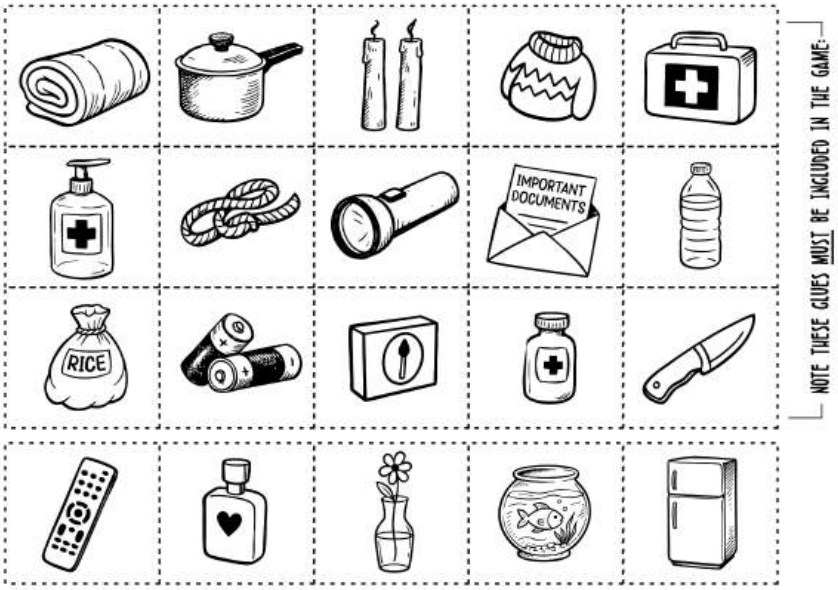
1. When the Earth gets hotter, we call this **climate** change, and it brings more disasters.
2. A strong ..... can help tie things together or build a safe shelter.
4. When the lights go out, we can carefully use ..... and matches.
5. Families should always keep an emergency ..... packed — it could save lives in a disaster.
6. Clean ..... is life — everyone needs it to drink during emergencies.
7. Never throw ..... into drains — it blocks waterways and makes flooding worse!
9. A first ..... kit is very useful when someone is hurt and needs treatment.

ACROSS

3. Too much rain can cause sudden ..... that wash away homes and roads.
5. A warm ..... can protect you from the cold at night.
8. Healthy forests and mangroves ..... us by reducing floods, fires, and landslides.
10. Heavy ..... can pour down and cause dangerous floods and landslides.



Your learners should fill in the answers shown in red.



Your learners should place the fifteen items at the top of this sheet in the emergency bag, and choose not to put the 5 items in the bottom row in the bag.



Your learners should enter the numbers corresponding to the good choices in the circles. You can assign one point for each correct answer, and add other assessment methods to suit your class.

Creative Activity Sheet Masters

(FOR PHOTOCOPYING)

CAN YOU FINISH THIS STORY ABOUT PROTECTING OURSELVES & EARTH?

COMPLETE THIS STORY BY FILLING IN THE BLANKS
WITH THE WORDS THAT MATCH THE PICTURES!

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LET'S BE DISASTER PREPARED STUDENTS WHO GROW INTO LEADERS THAT CREATE SAFER, CLIMATE-RESILIENT COMMUNITIES!

I KNOW LOTS ABOUT DISASTER RISK REDUCTION!

DOWN

[1] When the Earth gets hotter, we call this **climate** change, and it brings more disasters.

[2] A strong ..... can help tie things together or build a safe shelter.

[4] When the lights go out, we can carefully use ..... and matches.

[5] Families should always keep an emergency ..... packed — it could save lives in a disaster.

[6] Clean ..... is life — everyone needs it to drink during emergencies.

[7] Never throw ..... into drains — it blocks waterways and makes flooding worse!

[9] A first ..... kit is very useful when someone is hurt and needs treatment.

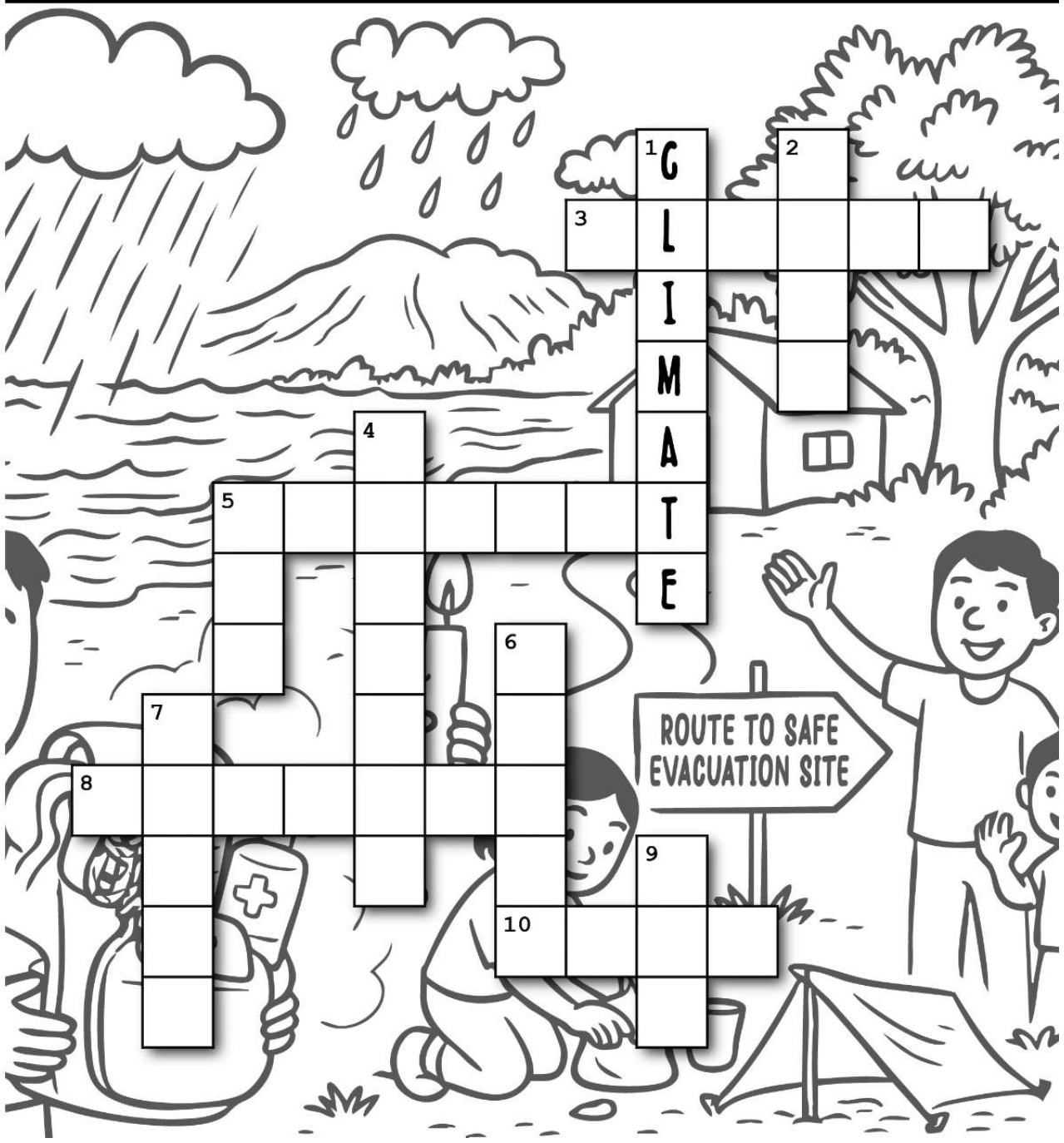
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[3] Too much rain can cause sudden ..... that wash away homes and roads.

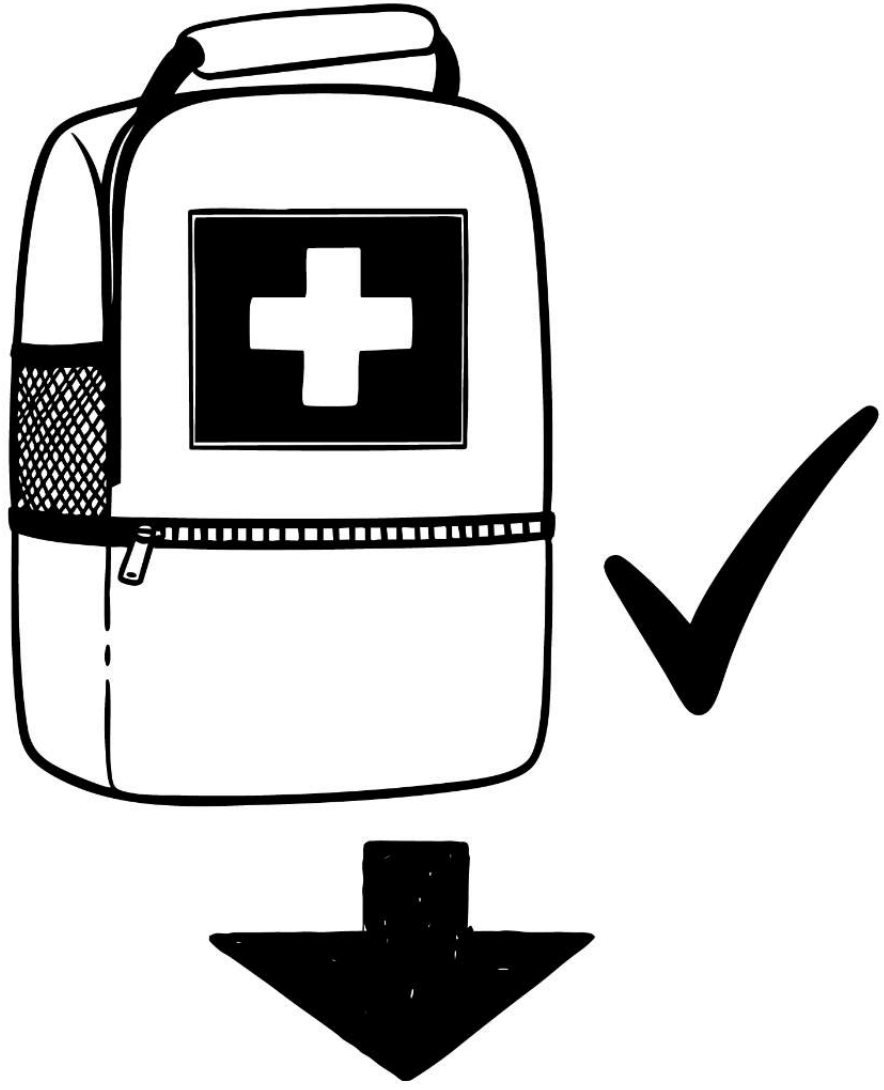
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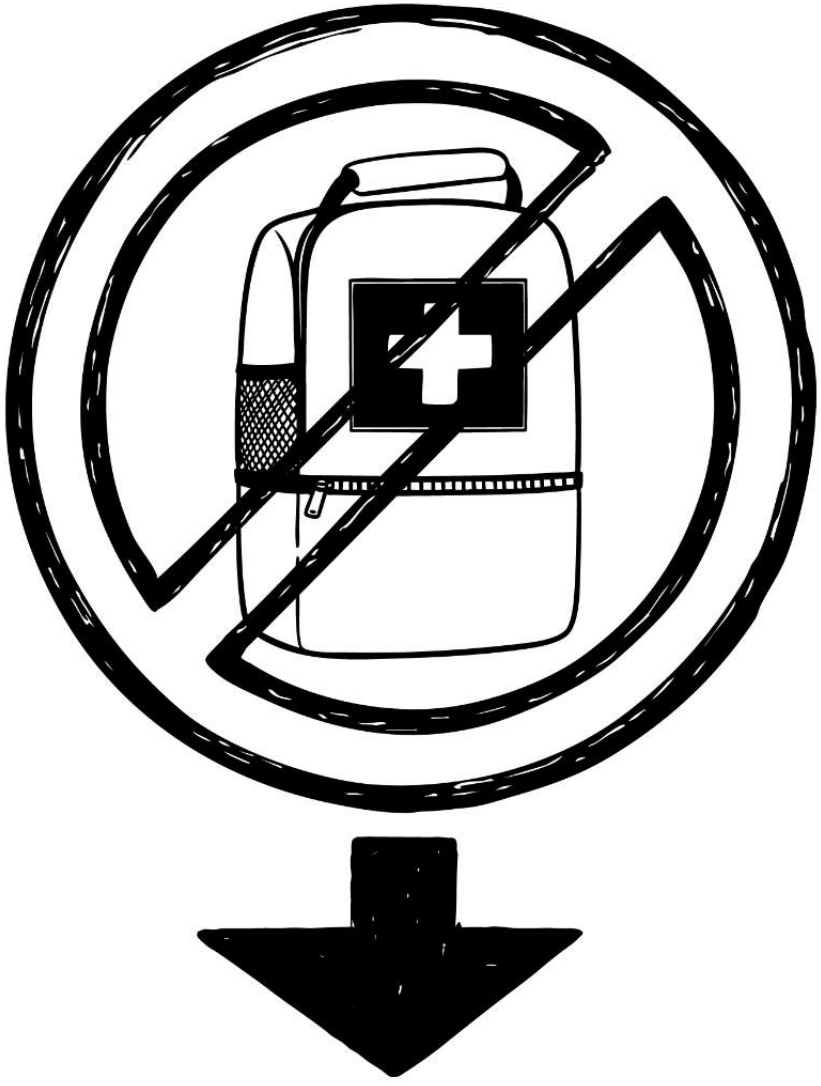
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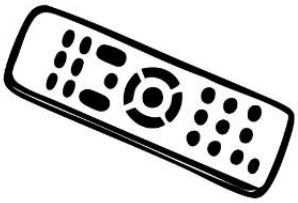


I WILL KEEP THESE THINGS IN MY EMERGENCY REPSPONSE BAG!

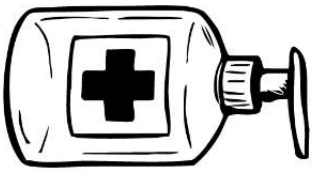


I WON'T PUT THESE THINGS IN MY EMERGENCY REPSPONSE BAG

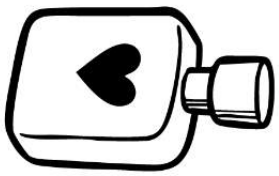






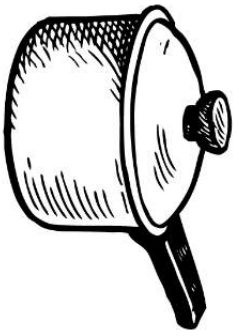


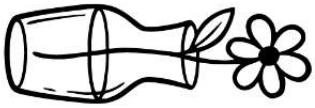


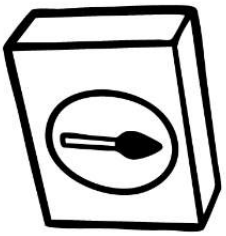




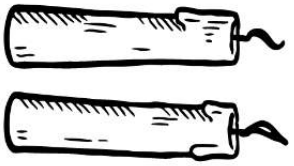




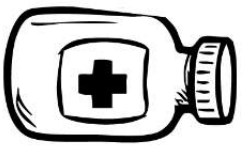




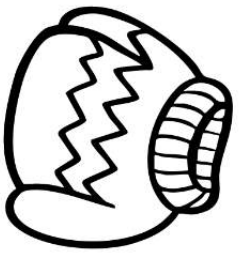


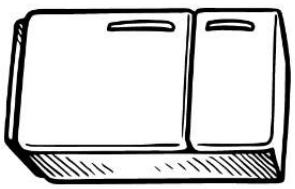






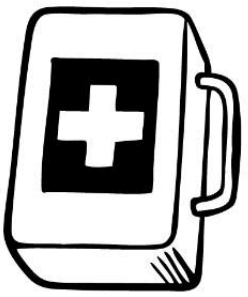












NOTE THESE CLUES MUST BE INCLUDED IN THE GAME:

MY CLIMATE CHANGE EMERGENCY BAG IS ALWAYS READY!

CLIMATE CHANGE MAKES DISASTERS LIKE FLOODS, FOREST FIRES & LANDSLIDES EVEN WORSE.
YOU ONLY HAVE ENOUGH SPACE FOR 12 THINGS IN YOUR EMERGENCY BAG. CHOOSE THE THINGS YOU THINK ARE MOST IMPORTANT & WRITE THE NUMBERS OF THOSE THINGS IN THE CIRCLES AROUND THE BAG...

1 FLASHLIGHT

2 MEDICINE

3 MATCHES

4 RICE

5 FISH

6 REMOTE

7 BATTERIES

8 BLANKET

9 ROPE

10 PERFUME

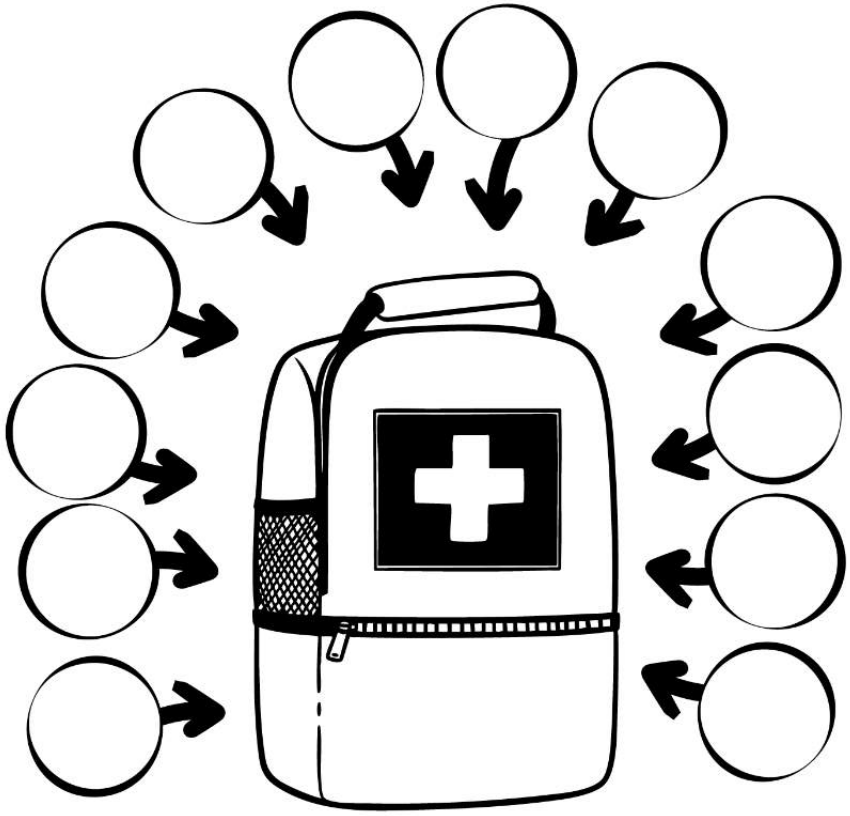
11 WATER

12 FIRST AID KIT

13 SOAP

14 CANDLES

15 KNIFE



This Handbook is part of the
'Building a Climate-Resilient Generation'
educational series, prepared for:

NUSANTARA
Capital City of Indonesia

Nusantara Capital Authority
Nusantara Capital Authority Office,
Nusantara Capital City, Kalimantan,
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