



THE PUPIL AND HIS/HER BACKGROUND WITH REGARDS TO EMERGENCIES

ŽIAK A VPLYV JEHO PROSTREDIA V KONTEXTE MIMORIADNYCH UDALOSTÍ

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Abstract:

The paper titled “The Pupil and his/her Background with Regards to Emergencies” presents the final outputs from the project “Development of Civil Competencies in Safety and Protection of the Citizenry from among Pupils of Socioeconomically Disadvantaged Backgrounds”. In relation to emergencies that may arise as a part of the pupil’s everyday reality, it is necessary to consider the self-awareness in a narrower and broader social context and develop practical skills necessary to protect one’s self and others (protection of life, health and property) with an emphasis on the background in which the pupil lives. The text presents the knowledge level in protection and safety among first to third grade primary school pupils living in socioeconomically marginalised localities.

Keywords: List emergencies, background, upbringing, pupil.

Abstrakt:

Príspevok s názvom “Žiak a vplyv jeho prostredia v kontexte mimoriadnych udalostí” prináša finálne výstupy v projekte “Rozvoj občianskych kompetencií v oblasti bezpečnosti a ochrany obyvateľstva zo žiakov so sociálno- ekonomicky znevýhodneného prostredia.” S ohľadom na mimoriadne situácie, ktoré sa môžu stať každodennou realitou žiaka, je nezbytné reflektovať uvedomenie si seba samého v užšom i širšom spoločenskom kontexte a rozvíjať praktické schopnosti potrebné k ochrane seba samého i druhých (ochrana života, zdravia a majetku) s dôrazom na prostredie, v ktorom sa žiak pohybuje. Text prezentuje vedomostne- znalostnú úroveň v oblasti ochrany a bezpečnosti u žiakov prvých až tretích tried základných škôl, ktoré žijú v oblasti sociálno-ekonomicky vylúčených lokalitách.



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Kľúčové slová: *Mimoriadne udalosti, prostredie, výchova, žiak.*

Introduction

Each of us in our lives will face emergencies, whether a fire, accident, traffic collision or natural disaster, and it is crucial that we know how to recognise them and how to adequately react. The legally-guaranteed protection in the case of emergencies and for the protection of life and health of the citizenry or property is primarily the remit of the integrated emergency response system. Protection provided by the integrated emergency response system does not arrive in mere seconds, and a person is thus forced by necessity to deal with the situation and help as well. For this reason, it remains necessary to support and perfect the education and training of citizens, and it proves effective that this process is supported by schools or educational institutions.

The term “protection of the citizenry” has been defined by, for example, Fiala and Vilášek as “...the system intended to protect safeguarded activities, especially of the citizenry during emergencies. Protection of the citizenry is by its nature an integrated system that entails bonds, relations and specific measures”. [3]

Considering the definition of this term, it is also necessary to mention the legislative definition that emerges from Act no. 239/2000 Coll. on the Integrated Emergency Response System and Amendments to Certain Acts, i.e. “...performing tasks of civil protection, especially alerts, evacuation, providing shelter and emergency survival of the citizenry and other measures to safeguard the protection of its life, health and property”. [11]

Over several years, a variety of concepts have focused on the correct and effective adjustment of the educational process regarding protection of the citizenry. One such document is „Koncepcie prípravy občanů k obraně státu 2019-2024“ (Conceptualisation of Preparation of Citizens for the Protection of the State 2019–2024). It follows on from „Koncepcie přípravy občanů k obraně státu na roky 2013–2018“ (Conceptualisation of Preparation of Citizens for the Protection of the State 2013–2018). One of the main outputs of „Koncepcie přípravy občanů k obraně státu 2019-2024“ is evidence of several critical defects. A crucial finding was the fact that educational staff at primary and secondary schools are not sufficiently prepared to teach in the field of state defence. There is a lack of information, training or materials that may be suitable for teachers. The findings above thus show that positive results in the protection of the citizenry at elementary schools are not being achieved. The document goes on to point out that the teachers themselves at several schools are not devoting time to the protection of the citizenry or the state. However, this topic is entrusted to other organisations that replace the role of educational staff. Therefore, it is necessary to improve the quality of education at primary and secondary schools and thus improve the current state of preparation of pupils and students to protect the state.

The results of research conducted especially by the Fire Rescue Service of the Czech Republic point to the fact that one of the crucial factors that powerfully affect the level of a system of education is the evident high standards for the teaching staff. A comparison that applies here is the level of preparedness of pedagogical graduates at universities depends on the quality of their professional or specialist preparation.

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Following expert recommendation, the Government of the Czech Republic approved on 5th October 2011 by its resolution no. 734 the material for the Incorporation of Topics called Ochrana člověka zamimořádných událostí, péče o zdraví a dopravní výchova (Protection of a Person during Emergencies, Care of Health and Traffic Education) into the course of the pedagogical faculty. “The aim of the material is to create a collective knowledge base (Foundation Course I) for the tertiary education of teachers. It should prepare graduates to be able to adequately react during the occurrence of an emergency and protect themselves and the children in their care. The material includes the knowledge bases intended to prepare future teachers who will teach the issue in question. (Foundation Course II; Foundation Course III)”. [15]

The options and methods of applying into practice the aforementioned document depend on the possibilities of the specific university, specifically regarding accreditation and reaccreditation of courses connected to the professional preparation of teaching staff. Following on from the professional preparation itself, it is necessary to draw attention to other facts that help along the achievement of education in the given field. Specifically, it concerns the possibility of using prepared aids, textbooks or professional manuals.

1. Research

The main research aim is to determine the knowledge level in protection and safety among primary school pupils from the first to third grade in socioeconomically marginalised localities. Building upon these findings, it will apply the topic module of the project weeks and determine the knowledge level of the given target group.

Constituent research questions are created by building on the main research objective. Three research questions were set in total. They were:

Research question no. 1: *What is the initial level of competencies of pupils from socioeconomically disadvantaged backgrounds in the areas of safety and protection of health and life?*

Research question no. 2: *How were civic competencies of the target group of pupils from socioeconomically backgrounds perfected by the implementation of the project weeks?*

Research question no. 3: *How can the motivation of pupils be supported in the classroom to actively involve them in educational processes?*

1.1. Research method

The research method incorporated several fields of study so that the research aim was met. The basic research area has been defined in this chapter, not only in terms of the general characteristics of the examined issue, but also with regards of the characteristics of the target group, the environment or ethical nature of the research.

1.2. Initial information

The empirical part follows from the project – Development of Civic Competencies in Safety and Protection of the Citizenry among Pupils from

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Socioeconomically Disadvantaged Backgrounds – where thematic project weeks that concluded with a test/questionnaire were, among others, implemented. The thematic areas/modules should be aimed at increasing the knowledge of pupils, specifically so that a pupil would understand the evident danger connected with risks of everyday life (traffic, chemical substances in the home, electric current, sports and hobbies), with fire and with an emergency, then know how to call for help (using any of the learned methods) and, last but not least, to know how to use emergency numbers to make calls and master basic communication methods with the operator (suitable for their age).

The implementation team of pedagogical coordinators composed 10 educational modules and each of them was concluded by a verification test intended for the given target thematic area. These thematic areas were:

Module no. 1: PRINCIPLES OF THE CORRECT ROUTE TO SCHOOL

Module no. 2: WHEN, WHERE AND HOW TO CORRECTLY REPORT AN EMERGENCY

Module no. 3: PRINCIPLES WHEN EVACUATING A BUILDING

Module no. 4: PRINCIPLES WHEN ENCOUNTERING ILLEGAL BEHAVIOUR I.

Module no. 5: PRINCIPLES WHEN ENCOUNTERING ILLEGAL BEHAVIOUR II.

Module no. 6: PRINCIPLES OF CORRECT BEHAVIOUR ON THE TRAIN AND RAILWAY

Module no. 7: GETTING LOST IN NATURE

Module no. 8: FIRST RESPONDERS AND UNIFORMS

Module no. 9: FIRE, HOW TO PREVENT IT, ITS CAUSES AND CONSEQUENCES I.

Module no. 10: FIRE, HOW TO PREVENT IT, ITS CAUSES AND CONSEQUENCES II.

Given the main research aim and constituent research questions, we have decided to use the quantitative research method.

To distribute the questionnaires that were devised in a battery of tests for individual project weeks, we decided to send it out via email. This form was agreed by the participating primary school teachers at a personal meeting that happened as part of the aforementioned project “Development of Civic Competencies in Safety and Protection of the Citizenry among Pupils from Socioeconomically Disadvantaged Backgrounds” The test for the given module was always sent by the end of the previous month; the teachers or the pupils always completed only one module test at a time. They did not receive all the tests at once. Teachers always had the option of face-to-face, telephone or email consultation. At the participating schools, a single week was set when the project activities were carried out, and it ended with the completion of the test of the given thematic module. The tests were then sent by post to the administrative office of the implementation team of a given project.

Ten primary schools were involved in the project activity in total. Ten students from socioeconomically disadvantaged backgrounds were supported at each school.

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The activities and also the module tests for each project week were intended for all the other children from a given group. And they were not counted in the results, specifically with regards to the pre-determined indicators of the participating/supported individuals. Data from the questionnaire obtained during the pilot test was included in the interpretation of data. Regarding the interaction, the return rate of the module tests was a proven 100%. Therefore, 100 questionnaires/module tests in total were used throughout school year.

Given the essential setup of project, the target group was strictly delineated. In particular, it concerned the specification of the given target group – i.e. first to third grade primary school pupils in socioeconomically disadvantaged localities. More specifically, it concerned first to third grade pupils who attended the after school programme. Additional specifications for the selection of the studied group of individuals were not set.

Given the fact that all the material – project weeks and the follow-on module tests were never used, it was necessary to ensure their verification. Verification was done by one of the participating primary schools where verification was carried out on the monitored sample of children. No changes occurred in the pilot test – either in the content or in the structure of the parts. By using the pre-study/pilot test, we wanted to find out whether the given questions were comprehensible and unambiguous. The essential modifications were to ask a question in the positive sense – modifications included formulating the questions as “tick the correct answer”. This specific correction emerged from the age-group of the pupils. Furthermore, the partial phrases were edited so that the text was unambiguous and comprehensible even for the given target group of pupils – in terms of age since it was completed by children from the first to third grades of primary schools from socioeconomically disadvantaged localities.

2. Initial Knowledge Survey

The initial knowledge survey focused on several critical areas that were connected to the thematic areas of safety and protection of health and life of pupils from the first to third grades of schools that are in socioeconomically marginalised localities.

Given the scope of the text, the main thematic findings are presented at the general level. They target the acquired knowledge of respondents in awareness of emergency numbers; principles of safe conduct; anti-fire protection; protection of health and behaviour on railway tracks.

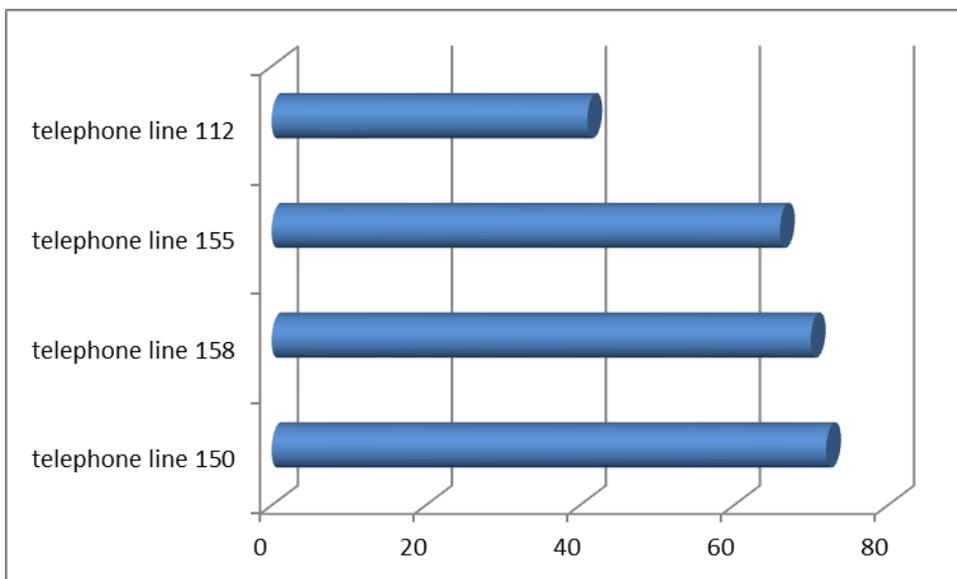
Emergency numbers

- ❑ 60% of pupils knew this term. Half of the children knew that they had to provide factual information during the call (what, where or their name).
- ❑ The most well-known number was 150 (72% of pupils) and 158 (70% of pupils), then 155 (66% of pupils). In contrast, fewer pupils knew number 112 (41% of pupils).

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Fig. 1: Knowledge of respondents of emergency lines



Source: own research

Principles of safe conduct

- 15% of pupils would get into a lift with a stranger.
- Pupils were less likely to be lured by the telephone.
- Pupils would more likely open the door to acquaintances and relatives.
- 29% of pupils informed parents where they were going or the time of their return.

Fire protection

- 24% of pupils think that a fire could not start from a small spark and 13% of pupils that it could not start from a match thrown into dry grass.

Health protection

- After a walk, 30% of respondents checked for ticks, and 31% washed their hands and body.
- On a trip in summer (or to the water) 45% would take water to drink, and 27% would pack sunscreen. (Only 15% of pupils would take both.) In addition, pupils mentioned bathing costumes and other swimming aids.
- 45% would tell an adult about finding a syringe. In contrast, 13% would do nothing. 5% did not know what to do, and a full 11% would try to throw it in the rubbish.
- 13% of pupils did not consider jumping into unfamiliar water dangerous. And only 34% stated the proper risk (unknown water/depth, chance of injury).

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- ❑ The majority of pupils know about the risk of injury at home. They mentioned cutting with knives, jumping, running, climbing on furniture, being in the vicinity of the stove, appliances, wood stoves and heating and taking the stairs as dangerous activities.

Behaviour on Train Tracks

- ❑ 4% of pupils did not know it was forbidden to play close to the tracks or walk on the tracks. 11% did not know it was forbidden to cross anywhere other than at a crossing.

Partial summary of the initial survey

The aforementioned study and partial outputs show that children/pupils must be shown the existence of the possibility of various dangers whether to health, life, property or the state. In each of the areas of the questionnaire research, there is a higher proportion of respondents whose answers stimulated discussion on awareness itself of risks and risky behaviour in their life and surroundings. The basic presumption is that we avoid or are able to at least minimise such injuries, harm and losses, that we know about them and we could talk about/show what these risks/risky situations are and respond appropriately as part of practical lessons. It is thus to target the form of prevention through activities that lead to the preparation of children and pupils in an emergency. In the evaluation process, it was shown that testing the knowledge of pupils through this method is possible. However, it requires very precise preparation of the questions asked and consideration of the actual abilities of the children at different ages. The use of various questions and schematics where pupils may easily grasp the given situation and respond to the question with comprehension.

3. Survey after a year of activities

The number of respondents is after a year of the project activity identical to the initial information survey.

Given the scope of the paper, the findings from the topic-based survey that targets the obtained knowledge from respondents in knowledge of emergency numbers, principles of safe conduct; fire protection; protection of health and behaviour on train tracks are presented. The aforementioned areas are thematically identical to those within the initial knowledge survey.

Emergency number

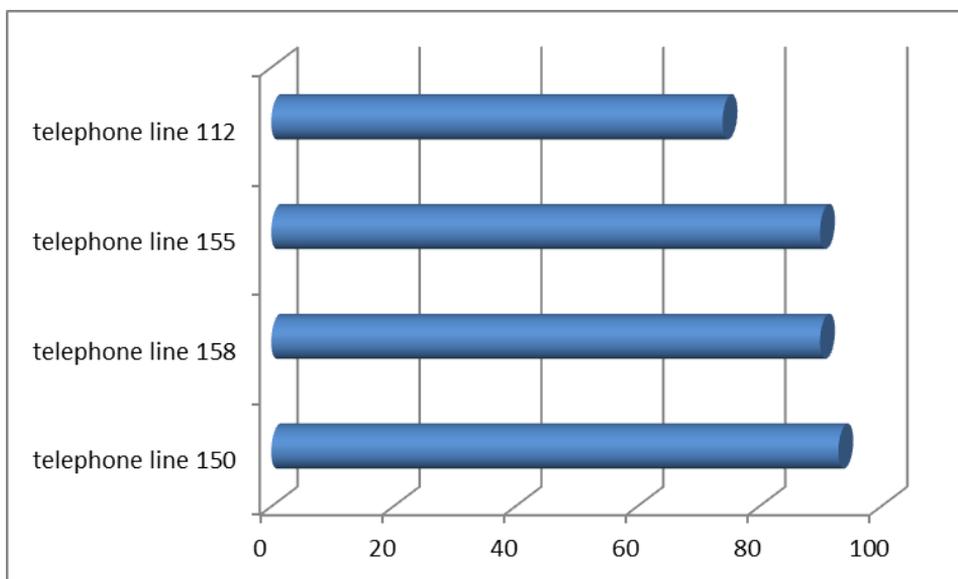
- ❑ 91% of children knew this term, and its proportion significantly grew – in the last round it was only 60% of pupils.
- ❑ The majority of pupils also knew that they had to provide factual information during the call (what happened and where or their names). In this case, there was a significant improvement. Pupils were two to three times better informed about what they should do compared to the last round.
- ❑ The best-known number was 150 (93% of pupils). Then came number 158 (90% of pupils) and 155 (90% of pupils). In contrast, the less well-known was

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number 112. (74% of pupils). Knowledge of all the lines significantly increased compared to the last round – there was a growth of approximately 20%. The least well-known number 112 almost reached a level of familiarity similar to the other number.

Fig. 2: Knowledge of respondents of emergency lines after a year of activity



Source: own research

Principles of safe conduct

- ❑ Only 2% of pupils would get into a lift with a stranger, which was a significant drop in comparison to the last round (15%).
- ❑ Fewer pupils allowed themselves to be tempted on the phone. Based on the responses, almost all the pupils were wary. The level was roughly the same as in the last round.
- ❑ Pupils would mostly open doors for parents and relatives or to those whom they know. A fifth of pupils stated that they would open it to no one. In contrast, one pupil was found who would open it to anyone. The proportion of parents and acquaintances to whom they would open the door rose since last time, whereas the proportion of those responding with “no one” fell. Obviously, a portion of pupils understood this as “no one except parents”.
- ❑ 69% of pupils (and almost a fifth of children gave a greeting) informed their parents about where they were walking. Meanwhile, only about 60% gave a greeting in the last round, and the place, and route was only given as information by a fourth of the children.

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Fire protection

- ❑ Only 2% of pupils thought that a fire could not start from a small spark. (In the last round, it was practically a quarter of the children) and 3% of pupils stated that a fire could not start from a match thrown into dry grass (last round – 13%). It could be said, more or less, the rate of pupils being informed almost reached the maximum.

Protection of health

- ❑ After a walk, 79% checked themselves for ticks, and 19% washed their hands/body. Compared to last year's initial survey, there was considerable growth in mention of ticks. Only 30% of pupils mentioned this activity last year. Thus awareness-raising worked.
- ❑ On trips in the summer (or to the water) 57% would take water to drink and 46% sunscreen (only 23% both). These two items significantly grew to the detriment of other items. Furthermore, pupils mentioned bathing costumes, goggles, headgear and other swimming aids. It can be stated that pupils mentioned more important equipment during last year's round.
- ❑ 20% of pupils would report finding a syringe to an adult/parent. A third of pupils stated that they would not touch it. (In the initial findings, it was a quarter.) Half of children would call the police (a fifth in the initial findings).
- ❑ 11% of pupils did not consider jumping into unfamiliar water dangerous. This only 2% less than in the initial survey. In this case, there was no improvement. Other pupils recognised the risk. The majority of them correctly stated the right reason (unfamiliar water/depth, chance of injury).
- ❑ Similarly, as in the initial survey, the majority of children knew about the risk of injury at home. They mentioned cutting with knives, jumping, running, climbing on furniture, being in the vicinity of the stove, appliances, wood stoves and heating and taking the stairs as dangerous activities.

Behaviour near train tracks

- ❑ 2% of pupils did not know it was forbidden to play close to the tracks or walk on the tracks. 11% did not know it was forbidden to cross anywhere other than at a crossing. In this regard, the situation remained at a similar level as in the initial findings. Obviously, the rate of being informed was generally in total high with the exception of the prohibition on crossing.

4. Survey after two years of activities

The number of respondents in the second year of the project activities is identical to the initial information survey.

Given the scope of the paper, the findings from the topic-based survey that target the obtained knowledge from respondents in knowledge of emergency numbers, principles of safe conduct; fire protection; protection of health and behaviour on train tracks are presented. The aforementioned areas are thematically identical.

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Emergency number

- ❑ 96% of children knew this term in the last round, which is a little more than during the previous school year (91%) and considerably more than two years ago. The majority of children immediately recalled the main components of the emergency response system or that that serious incidents are reported using the emergency number. Other children recalled the 112 number or other emergency numbers.
- ❑ The majority of pupils knew that they must provide factual information during the call (what happened and where or their names). A full 60% of them named all three pieces of information and only 6% of pupils, in contrast, did not name any. In this case, there was a significant improvement compared to the previous year.
- ❑ Awareness of all numbers was very high, and the originally significant differences in awareness of the numbers disappeared. The best known number was 150 (93% of pupils) then 158 (95% of pupils) and 155 (87%). The comparatively least well-known was number 112 (80% of pupils). The most significant year-on-year changes occurred between 2017 and 2018 when awareness of all numbers grew. In 2019, knowledge of lines 150 and 158 remained at the same level as last year; knowledge of 112 slightly increased year-on-year, and knowledge of 155 dropped somewhat in contrast.

Principles of safe conduct

- ❑ 6% of pupils would get into a lift with a stranger. This was a year-on-year increase of the proportion, but it remained lower than in comparison with the results from 2017, which was a significant drop in comparison to the last round (15%).
- ❑ Regarding offers to meet over the telephone, pupils were less wary than in the previous year. The proportion of pupils who would inform their parents about this type of situation significantly grew compared to the previous year.
- ❑ Pupils would open the door most of all for parents and acquaintances or someone who they know. A fifth of pupils stated that it would be for no one. The results almost did not change year-on-year.
- ❑ This year the pupils would inform parents where they were going without hesitation (92%). Half of them had become used to informing parents of the time of their return, which was a significant change compared to the last round.

Fire protection

- ❑ Only 2% of pupils over the school year, just as last year, thought that a fire could not start from a small spark. Similarly, only a small percentage of pupils (2% in 2019, 3% in 2018) stated that a fire could not start from a match thrown into dry grass. In both questions, the situation significantly improved in comparison to 2017.

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Protection of health

- ❑ After a walk, 80% checked themselves for ticks, and 9% washed their hands/body. Other students either stated nothing or mentioned a different domestic activity. The higher rate of being informed about the dangers of ticks was noticeable between 2017 and 2018.
- ❑ On trips in the summer (or to the water), 77% would take water to drink, and 56% would take sunscreen and, now, 46% headgear. A full 46% of pupils would take a drink and sunscreen at the same time – this is twice as much as last year. These two items grew significantly year-on-year to the detriment of other items, both this year and last year.
- ❑ The proportion of pupils who would not pick up a syringe significantly grew from 25% to 48%. Two fifths of them would call the police in this case – this here was a drop compared to last year, despite the proportion of these children being twice as high as in 2017.
- ❑ 8% of pupils did not consider jumping into unfamiliar water as dangerous. The rate of being informed slightly improved. (In 2017, it was 13%). Nonetheless, the majority of pupils (91%) recognised the risk, and the majority (88%) gave one of the correct reasons (unfamiliar water/depth, chance of injury).
- ❑ Similarly, as in the previous year, the majority of children knew about the risk of injury at home. They mentioned cutting with knives, touching the stove, being in the vicinity of appliances and wood stoves, moving through the kitchen or when food is cooking and jumping and running.

Behaviour near train tracks

- ❑ 1% of pupils did not know it was forbidden to play close to the tracks and 2% that it was forbidden to walk on the tracks. 7% did not know it was forbidden to cross anywhere other than at a crossing. Awareness-raising about the prohibition to play was evident in the question about dangerous places to hide, where children overwhelmingly list tracks, train stations and railways more often compared to the previous years. Awareness about the prohibition to play and walk was high from the beginning. There was a slight improvement in awareness regarding the prohibition to cross compared to last year.

Partial summary of activities

In the second project year, in a summarised perspective, the values across the project weeks were in the same range but slightly more favourable. The highest average proportion of correct answers was achieved in the 3rd and 6th project weeks about the topic "Principles when leaving a flat" and "Principles of good behaviour on the train and railway", where the median of the proportion of correct answers was above 90%. On the contrary, the least favourable values for correct answers were found in the 7th project week "Getting lost in nature". However, as in the previous project year, question 3 remained the most problematic issue in the 6th project week. The only question with 100% correct answers is Question 5 in Project 8: "Select the correct uniform for firefighters to use in an emergency, which appeared in the tests for

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the first time. This time, the most balanced test results were achieved in the first project week.

5. Assessing partial research questions

Research question no. 1: What is the initial level of competencies of pupils from socioeconomically disadvantaged backgrounds in the areas of safety and protection of health and life?

With regards to conducting the survey of the initial level of pupils in safety and protection of health and life, it is necessary to point out the existence of various threats, whether to health, life, property or the state. In each of the areas of the questionnaire research, there was a higher proportion of respondents whose answers stimulated discussion on awareness itself of risks and risky behaviour in their life and surroundings. The very fact that the term “emergency telephone numbers” was known to 60% of respondents highlights the necessity to address and deal with the issue of safety and protection. Alarming findings were in other critical topics of the initial level of pupils. 24% of pupils thought that a fire could not start from a small spark and 13% thought a match thrown into dry grass could not cause the same. In the area of protection of health, 30% of pupils would check themselves for ticks after a walk. 31% would wash their hands/body. The need for pedagogical help and support in these thematic areas is thus evident from the initial data. The basic presumption is that we avoid or are able to at least minimise such injuries, harm and losses and we could talk about/show what these risks/risky situations are and respond appropriately as part of practical lessons. It is thus to target the form of prevention through activities that lead to the preparation of children and pupils in an emergency. In the evaluation process, it was shown that testing the knowledge of pupils through this method is possible. However, it requires very precise preparation of the questions asked and consideration of the actual abilities of the children at different ages. The use of various questions and schematics where pupils may easily grasp the given situation and respond to the question with comprehension.

Research question no. 2: How were civic competencies of the target group of pupils from socioeconomically backgrounds perfected by the implementation of the project weeks?

In comparison to the results from the project weeks from both project years, the differences across the project weeks are evident at first glance. Meanwhile, perfection of the knowledge of students occurred in certain modules. Other modules kept presenting problems to pupils. The most recognisable improvement occurred in the tests at the end of the second project week regarding the topic “When, where and how to correctly report an emergency”. In the relevant test there was an improvement in results by even more than 20% compared to the previous year. In contrast to this in the seventh project week, “Getting lost in nature” and in the eighth project week “First responders and uniforms” and ninth project week “Fire, how to prevent it, its causes and consequences I”, there was a slight worsening of results, though only in single digits of a percent.

Research question no. 3: How can the motivation of pupils be supported in the classroom to actively involve them in educational processes?

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Given the tested activities that were connected to the implementing the project weeks it is evident that the education must be active for pupils and may actively involve them. Although the research was done within the after school programme, the recommendations below can be applied in the classroom. They are: employ non-traditional forms and methods of teaching; support the pupil communicating his/her practical experience about a given issue, especially the essence of communicating already obtained information; support awareness of the atmosphere in society – not only in the classroom but also in the environment where the pupil lives or is active; search for information together from a given area that can be worked with in a variety of ways, and create a situation and opportunity so that a pupil may verify his/her reactions, observations and thoughts. An integral task of teaching staff is the correct organisation of lessons and the use of community life around the school – communication with the local fire department, emergency rescue service...

Conclusion

The current system only shows the possibilities and what path is selected and whether attention will be paid to a topic in a given faith so that it would be attractive to the pupils depends on the teachers themselves. Therefore, the question remains whether the teaching materials for the teaching staff should be unified. Despite the wide spectrum of tests and aids, certain areas are prepared differently and do not always suit the given time and reflect the social events that may cause a threat. Therefore, unifying and updating materials would reinforce the topic and support the lesson. Multimedia and interactive textbooks can be used to make topics appealing.

The project's recommendation is, among other things, to target the area and encourage teachers to continue with topics that develop not only knowledge but also the perception of the outside world and the awareness of threats and dangers that may affect the development of the child or pupil. The topic that should be integrated with these areas is inclusion itself, which has an indisputable influence on our human society.

The research done shows that it is suitable to inform and guide pupils in the first grade in the area of protect and safety in the form of games and exercises before memorising theoretical material itself. It is evident from this that we would target deepening theoretical knowledge with practical exercises in first aid during second grade. The basics of first aid and calling aid should be integrated into the whole cross-curricular education of protection of the citizenry. Further topics are obviously also necessary.

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