

1 **Supplementary material: The 7 questionnaires (Q1-Q7)**

2 In Table A.1, the topics of our questionnaires grouped according to the three resilience fundamentals
 3 (i, ii, and iii) are summarized for each questionnaire (Q1-Q7).

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 5 Table A.1 The topic of the questions of each questionnaire typology (Q1-Q7) divided according the
 6 three resilience fundamentals (i, ii, and iii).

	Q1 - staff (resilience fundamentals i, ii, iii)	Q2 - are range 14-19 (resilience fundamentals i, ii, iii)	Q3 - age range 11- 13 (resilience fundamentals i, ii, iii)	Q4 - age range 8-10 (resilience fundamentals i, ii, iii)	Q5 - age range 6-7 (resilience fundamentals i)	Q6 - age range 4.5-5 (resilience fundamentals i)	Q7 - age range 3-4.5 (resilience fundamentals i)
Fundamental i_a (knowledge of the correct geological emergency behaviour at school of which students/staff are directly responsible)	Where go after the evacuation alarm Which is the place where parents have to go to pick up children after an emergency Where is the collecting point according to the civil protection plan	Which are the correct behaviours at school during a geological emergency	Which are the correct behaviours at school during a geological emergency	Which are the correct behaviours at school during a geological emergency	Which are the correct behaviours at school during a geological emergency	Which are the correct behaviours at school during a geological emergency	Which are the correct behaviours at school during a geological emergency
Fundamental i_b (knowledge of the correct geological emergency behaviour at school)		Which is the geological emergency alarm Where is the school	Which is the geological emergency alarm Where is the school	Which is the geological emergency alarm Where is the school			

school of which students are not directly responsible)		collecting point	collecting point	collecting point
		Which is the meaning of some emergency signals Which are the correct behaviours at school during a flood	Which is the meaning of some emergency signals	
Fundamental ii (awareness and perception of the geological risk of the area where is located the school)	Seismic hazard perception Flood hazard perception Landslide hazard perception	Seismic hazard perception Flood hazard perception Landslide hazard perception	Seismic hazard perception Flood hazard perception Landslide hazard perception	Seismic hazard perception Flood hazard perception
	Seismic school vulnerability perception Hydraulic school vulnerability perception Geo-hydrological school vulnerability perception	Importance of knowing the correct behaviours		
Fundamental iii (knowledge of the correct geological emergency behaviour)	Knowledge of the school emergency plan	Which is the correct emergency number to call in case of geological emergency	Which is the correct emergency number to call in case of geological emergency	

Practise at least one emergency evacuation

	Ambulance service number	Ambulance service number	
	Correct behaviour at home during an earthquake	Correct behaviour at home during an earthquake	Correct behaviour at the garden during an earthquake
	Correct behaviour with a car during a flood	Correct behaviour at home during a flood	Correct behaviour at home during a flood
Outdoors correct behaviour during a landslide	Outdoors correct behaviour during a landslide	Outdoors correct behaviour during a landslide	

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As described in subsection 4.1, the proposed questionnaires Q2-Q7 differ from one another both in the content and in form/methodology. Each question is structured and placed in a different way taking into account the age and the schooling level of the students. As an example, in Fig. A.1 – Fig. A.7, the questions focus on the evacuation procedure.

14. After the evacuation alarm, where do you have to go?

 - a) To the collecting point defined by the School Emergency Plan
 - b) To the collecting point defined by the City Civil Emergency Plan
 - c) To an open space, far enough from buildings, trees, lights, and so on

15. After a school evacuation where do the parents have to go to pick up their children?

 - a) In the collecting point defined by the School Emergency Plan
 - b) In the collecting point defined by the City Civil Emergency Plan
 - c) In the same place where they pick up their children every day

16. Do You know where the nearest collecting point defined by the City Civil Emergency Plan is, and do you know how to reach it?

 - a) Yes
 - b) No

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Fig. A.1 Evacuation question in Q1 (teachers/professors and school personnel): there are three questions. The first one asks where we have to go after the evacuation alarm, the second one asks

16 where the parents can pick their children up after an emergency, and the third one asks if they know
 17 where the safe area defined in the city civil emergency plan is located.
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QUESTION N.5

In the following list, mark the correct ways of behaving after the evacuation alarm:



- a) pick up one's own backpack and jacket;
- b) immediately create a queue behind the children in charge of being the first;
- c) run, scream, and if necessary, push other people;
- d) don't speak but listen to the teacher's indications;
- e) go upstairs;
- f) go to the collecting point outside the school.

19 Fig. A.2 Evacuation question in Q2 (age range 14-19 years): there is a list of correct and incorrect
 20 behaviours during an emergency at school. The students have to mark only the correct ones.
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QUESTION N.8

Which are the correct behaviours, and which are not, during an evacuation at school? Complete the table filling in the right column the following behaviour:



- a) escape, running as fast as possible, and if necessary, pushing other people;
- b) pick up one's own backpack and jacket;
- c) immediately create a queue behind the children in charge of being the first;
- d) scream loudly all together;
- e) speak with the other guys to encourage each other;
- f) listen to the teacher's indications;
- g) go upstairs;
- h) go to the collecting point outside the school;
- i) stay with the others, do not walk away alone.

WRONG BEHAVIOURS	CORRECT BEHAVIOURS
	
a)	

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25 Fig. A.3 Evacuation question in Q3 (age range 11-13 years): there is a list of correct and incorrect
 26 behaviours during an emergency at school. The children have to separate them putting each sentence
 27 in the left column if incorrect or in the right one if correct.
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QUESTION N.5
 Which are the correct emergency behaviours during the school evacuation? Link each behaviour with the right category, like the example below.

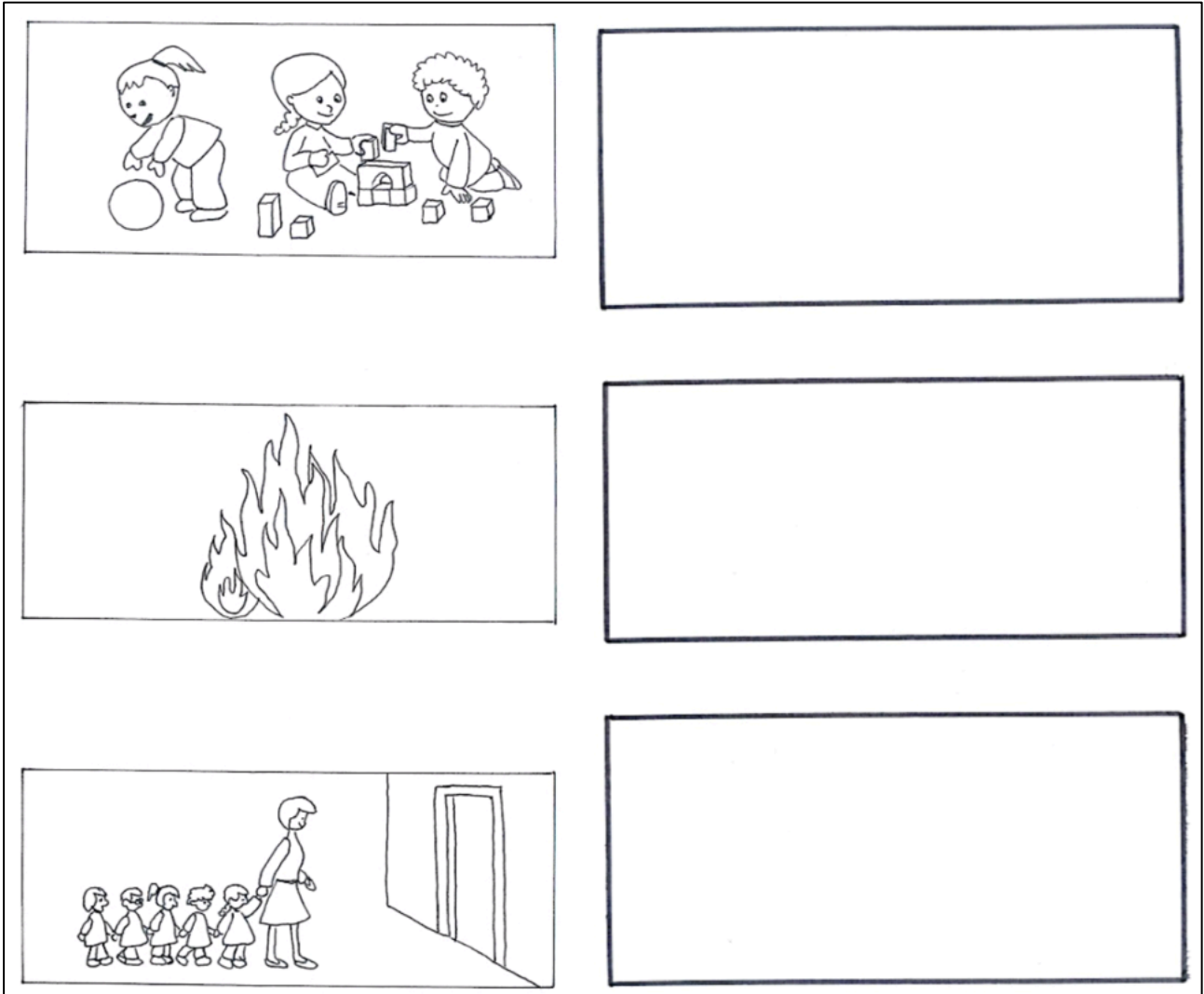
<p>CORRECT BEHAVIOURS</p> 	Obey the teacher	<p>WRONG BEHAVIOURS</p> 
	Create a queue	
	Run	
	Respect the queue order	
	Scream	
	Be silent	
	Go away from the group	
	Follow the teacher	
	Be concentrated	
	Pick up the backpack and the jacket before leaving the class	
	Push	
	Cry	
	Speak together	
	Listen to the teacher's instruction	

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 30 Fig. A.4 Evacuation question in Q4 (age range 8-10 years): there is a list of correct and incorrect
 31 behaviours during an emergency at school. The children have to join each sentence with an arrow
 32 towards the left if it is correct or towards the right if it is incorrect.
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CUT ALONG THE DASHED BOXS
PASTE THE PICTURES IN THE NUMBERED BOXES IN THE RIGHT ORDER

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 35 Fig. A.5 Evacuation question in Q5 (age range 6-7 years): there are four pictures in B/W and four
 36 numbered boxes. The children have to cut the figures on the right side of the sheet, paste them in the
 37 correct temporal sequence, and paint them. Over each figure, there is a short sentence that explains
 38 the picture (from up-left to right-bottom: we wait outside at the collecting point, we create a queue,
 39 we exit orderly, there is an alarm).
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 42 Fig. A.6 Evacuation question in Q6 (age range 4.5-5 years): there are four pictures in B/W. Two of
 43 them are correct behaviours during an emergency at school (create a queue behind the teacher to exit
 44 and go under the table), while two are incorrect behaviours (still play and run around). The children
 45 have to paint only the figures that show correct actions during an emergency at school.



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48 Fig. A.7 Evacuation question in Q7 (age range 3-4.5 years): the three pictures on the left are the
49 correct sequence of an evacuation procedure (1. kids that play, 2. there is a fire, 3. the teacher and the
50 children line up and exit the school). The pupils receive these pictures already cut and not in the
51 correct sequence. They have to put the three images in the correct order, paste over the three
52 rectangles on the right, and paint.

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54 In Table A.2 for each questionnaire, all the question typologies are summarized, while in Fig. A.8-
55 A.12, some examples of different question typologies are given; e.g., the content of A.8 and A.9
56 questions is the same, but the question typology is different since the interviewed age is different.







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58 Table A.2 All the question typologies for each questionnaire.

Q1 - staff (resilience fundamentals i, ii, iii)	Q2 - age range 14-19 (resilience fundamentals i, ii, iii)	Q3 - age range 11- 13 (resilienc e fundame ntals i, ii, iii)	Q4 - age range 8- 10 (resilienc e fundame ntals i, ii, iii)	Q5 - age range 6-7 (resilience fundamentals i)	Q6 - age range 4.5-5 (resilience fundamentals i)	Q7 - age range 3-4.5 (resilience fundamentals i)
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closed question - multiple choice (es. Fig. A.1 n.14 and 15)	closed question - multiple choice (es. Fig A.2)	closed question - multiple choice	closed question - multiple choice	sequencing (es. Fig A.5)	graphic closed question - multiple choice (es. Fig A.6)	sequencing (es. Fig A.7)
closed question - rating scales	open-ended question	open-ended question	cartoon strip sequence (es. Fig A.11)			
closed question - dichotomous questions (es. Fig A.1 n.16)	completing table (es. Fig A.8)	matching exercise (es. Fig A.9)	matching exercise			
		completing table (es. Fig A.3)	graphic organiser (es. Fig A.4)			
		graphic open-ended question (es. Fig A.10)	graphic closed question - multiple choice (es. Fig A.12)			

QUESTION N.9

The following signs (white paint over green background) indicate the **way out or "safety"**. Write in the empty box on the right what they mean or, if you do not know it exactly, write what you think they mean.








	SANITARY EMERGENCY BOX
	
	
	
	
	

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Fig. A.8 Example of completing table question extracted from Q2 (age range: 14 - 19 years).

QUESTION N.7

Match each sign with its meaning as shown in the example:

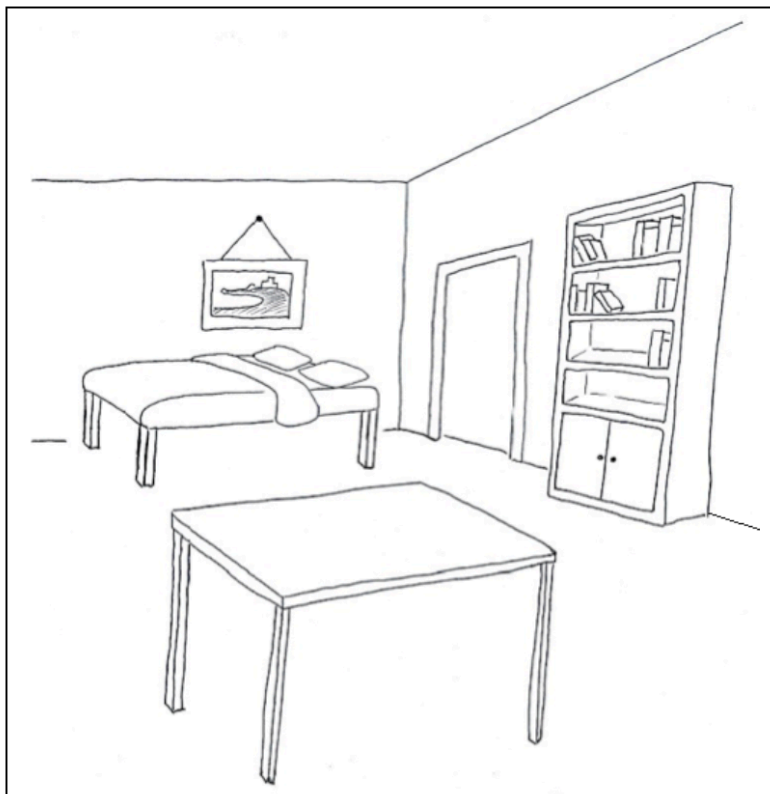
			Indicate the emergency stairs (i.e., stairs that have to be used, instead of the elevator, to leave the building during an emergency)
			Indicate the way to follow to reach the emergency exit
			Indicate a safety way to follow
			Indicate a fire extinguisher to switch off a fire
			Indicate the emergency exit (i.e., an exit that allows people to leave quickly from a crowded building such as cinemas, museums, and so on)
			Indicate the collecting point (i.e., a safety place where all the people of a building have to go during the evacuation)
			Indicate the sanitary emergency box

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Fig. A.9 Example of matching exercise question extracted from Q3 (age range: 11 - 13 years).

QUESTION N.11

In the following, mark with a cross at least two safe places to go during an earthquake.

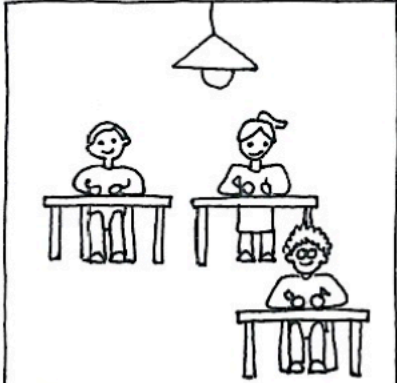

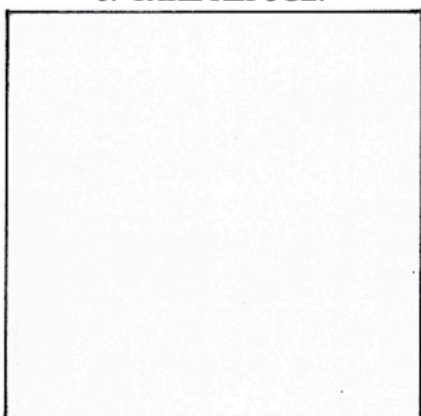
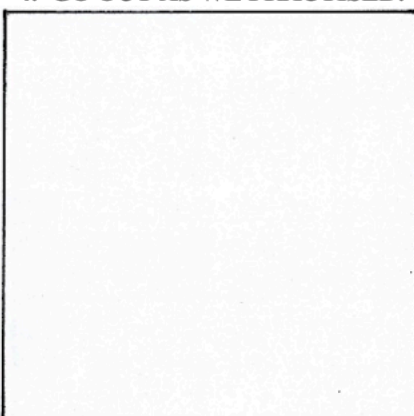



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Fig. A.10 Example of graphic open-end question from Q3 (age range: 11 - 13 years).

QUESTION N.4

The following 5 drawings describe the correct behaviour during an earthquake at school. Read the caption of each painting and draw the missing ones.




<p>1. WE ARE IN THE CLASS</p> 	<p>2. THERE IS AN EARTHQUAKE</p> 
<p>3. TAKE REFUGE!</p> 	<p>4. GO OUT AS WE PRACTICED!</p> 
<p>5. WE ARE OUTSIDE</p> 	

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Fig. A.11 Example of cartoon strip sequence question from Q4 (age range: 8 - 10).

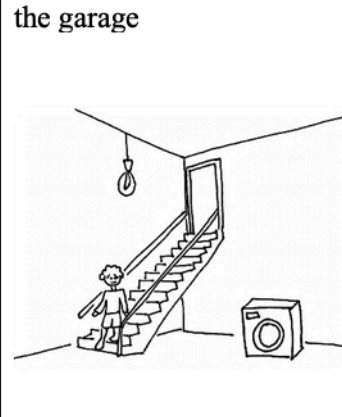
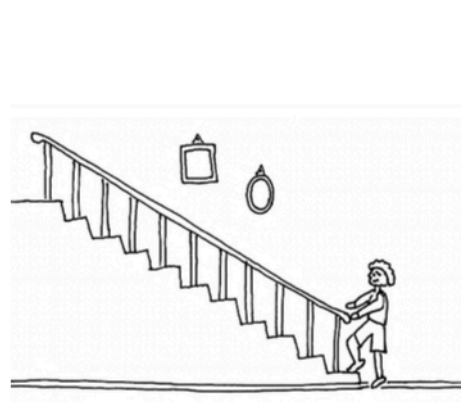
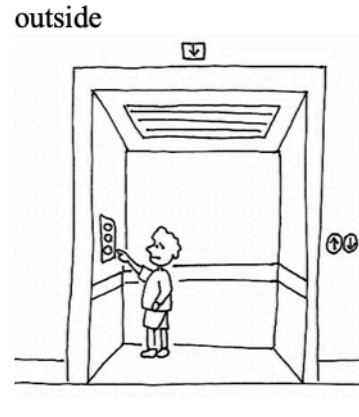
QUESTION N.7

Choose the correct answer: during an earthquake, if you are in the park, where do you take refuge?

<p>a) below a tree</p> 	<p>b) in the area</p> 	<p>c) in an open space, far from trees or everything that could fall down</p> 
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QUESTION N.8

Choose the correct answer: during a flood, if you are at home, where do you have to go?

<p>a) in the basement or in the garage</p> 	<p>b) upstairs</p> 	<p>c) use the elevator to go outside</p> 
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Fig. A.12 Example of graphic closed question – multiple choice question from Q4 (age range: 8 - 10).