

APPENDIX 1

Content framework for the online training module on Explosive Ordnance Risk Education (EORE) through Social Behaviour Change (SBC) approach

| Lesson Components | Description |
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| PART 1 – KNOWLEDGE ON EXPLOSIVE ORDNANCE (EO) AND SAFE BEHAVIORS | |
| Introduction | <p>Summary of training objectives:</p> <ul style="list-style-type: none"> • Basic knowledge on identifying explosive ordnance (EO) • Understanding risk behaviours and accident consequences • Learning safety rules • Practicing risk-area marking and reporting suspected EO <p>Target participants: Core Groups, Project Management Board staff or any community-level personnel.</p> |
| Lesson 1.1 – Characteristics of Explosive Ordnance and Signs of Potentially Contaminated Areas | <p>Lesson content: Use existing video materials (2–3 minutes).</p> <p>Additional visual materials:</p> <ul style="list-style-type: none"> • Illustrations of commonly encountered hazardous objects (submunitions, warheads, shell casings, grenades, etc.): 10–15 real EO images • Signs of disturbed soil after rain, landslides, forest clearing, or slash-and-burn farming: <ul style="list-style-type: none"> ○ Excavated soil ○ Partially exposed metal objects ○ Erosion traces <p>End-of-lesson interactive activity: Drag-and-drop images into three categories:</p> <ul style="list-style-type: none"> • “Dangerous” • “Not sure” • “Not dangerous” <p>Game: <i>“Guess whether this could be a dangerous object”</i></p> <ul style="list-style-type: none"> • Learners view 6–10 images • Drag each image into one of the three boxes: <ul style="list-style-type: none"> ○ “Dangerous” |

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| | | <ul style="list-style-type: none"> ○ “Not sure” ○ “Not dangerous” • After each image, the system provides an explanation. |
| | End-of-lesson assessment – Lesson 1.1 | <p><i>5 multiple-choice questions on EO identification and signs of hazardous areas</i></p> <p><i>Only one question displayed at a time</i></p> <p><i>Learners must answer 100% correctly to proceed</i></p> <p><i>Unlimited retakes allowed, with randomized question order each time</i></p> |
| | Lesson 1.2 – Risk Behaviors Leading to EO Accidents and Their Consequences | <p>Lesson content: Use existing video materials (2–3 minutes).</p> <p>Additional illustrated graphics of typical EO-related situations in forests, farms, and streams:</p> <ol style="list-style-type: none"> 1. Picking up unfamiliar objects 2. Digging soil 3. Cutting trees 4. Logging 5. Farming and slash-and-burn cultivation 6. Walking into newly landslide-affected areas <p>End-of-lesson interactive activities:</p> <p>Activity 1 – Identifying risky behaviours related to EO</p> <ul style="list-style-type: none"> • Illustrated images and/or descriptions of actions (approximately 10 behaviors) • Learners choose True/False • Sound effects: <ul style="list-style-type: none"> ○ Correct answer: music ○ Incorrect answer: warning sound <p>Examples:</p> <ul style="list-style-type: none"> • Not requesting EO risk information from local authorities for farmland. (True) • Not observing unfamiliar land, post-rain soil, landslide areas before farming or digging. (True) • Farming or constructing on land not cleared of EO or not assessed as safe. (True) <p>Activity 2 – Scenario-based decision-making</p> |

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| | | <ul style="list-style-type: none"> • Illustrated or animated scenarios (3 situations total) • Learners select the correct response • Audio feedback provided <p>Example scenario: “When a farmer sees their buffalo enter a marked dangerous area, should they enter the area to chase the buffalo out?” A. Yes B. No</p> |
| | End-of-lesson assessment – Lesson 1.2 | <p><i>5 multiple-choice questions on risky behaviours and accident consequences</i> <i>One question displayed at a time</i> <i>Learners must answer 100% correctly to proceed</i> <i>Unlimited retakes with randomized question order</i></p> |
| | Lesson 1.3 – Safe Behaviors to Prevent EO Accidents | <p>Lesson content: Use existing video materials (2–3 minutes).</p> <p>Additional graphics illustrating the four safety steps:</p> <ol style="list-style-type: none"> 1. Stop – Do not approach 2. Mark the area from a safe distance using available materials (branches, stones, etc.); never enter the area to place markers near the EO 3. Leave by the same route used to enter 4. Immediately report to authorities / hotline |
| | End-of-lesson assessment – Lesson 1.3 | <p><i>5 multiple-choice questions on safe behaviours</i> <i>One question displayed at a time</i> <i>100% correct required to proceed</i> <i>Unlimited retakes with shuffled question order</i></p> |
| | Lesson 1.4 – Marking Risky Areas and Reporting | <p>Lesson content: Develop animated instructional video describing the full process:</p> |

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| | | <ul style="list-style-type: none"> Discovery → marking → leaving → reporting <p>Illustrated story videos (2 scenarios):</p> <ul style="list-style-type: none"> Scenario 1: Character A (local resident discovers a suspicious object while farming) – follows correct procedures Scenario 2: Farmer B encounters a metal object while hoeing and takes inappropriate actions – comparison of correct vs. incorrect behaviours <p>Key knowledge points:</p> <ul style="list-style-type: none"> Appropriate locations for marking Proper marking methods Safe return routes Reporting channels and hotline numbers |
| | End-of-lesson assessment – Lesson 1.4 | <p><i>Graphic illustration of one scenario (e.g., villager in forest, farmer encountering EO while digging)</i> <i>Several numbered areas on the image (1, 2, 3, etc.)</i> <i>Interactive questions:</i></p> <ol style="list-style-type: none"> <i>Which area is appropriate for placing a marker? (choose area in the image)</i> <i>Which is the safe return route? (choose route)</i> <i>Who should be reported to? (Correct answer: “Local authorities or hotline”)</i> <p><i>Learners will select the appropriate area (1, 2, 3, 4, etc.) by clicking on the numbered sections. Sound effects will be played when a correct area/correct answer is selected (music) or when an incorrect area/answer is selected (warning sound).</i> <i>Learners must answer correctly 100% in order to proceed to the next section.</i> <i>There is no limit on the number of times learners may retake the assessment.</i></p> |
| COMPREHENSIVE ASSESSMENT – END OF PART 1 | | |
| | | <p><i>12 multiple-choice questions covering all four topics</i> <i>One question shown at a time</i> <i>Learners must answer 100% correctly to proceed</i></p> |

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| | | <i>Unlimited retakes allowed, with randomized question order</i> |
| PART 2 – DEVELOPING MESSAGES AND ORGANIZING EFFECTIVE COMMUNITY COMMUNICATION | | |
| | Introduction | <p>Training objectives:</p> <ul style="list-style-type: none"> • Developing effective communication messages • Organizing communication activities tailored to local communities |
| | Lesson 2.1 – Effective Communication Messages | <p>Lesson content: Video lecture (PPT format, 10–15 slides) with animated graphics</p> |
| | End-of-lesson assessment – Lesson 2.1 | <ul style="list-style-type: none"> • <i>5 questions selected from a pool of approximately 9–10</i> • <i>One question displayed at a time</i> • <i>100% correct required to proceed</i> • <i>Unlimited retakes with randomized question order</i> <p>Question formats include:</p> <ul style="list-style-type: none"> • <i>Multiple-choice</i> • <i>Matching exercises</i> • <i>Drag-and-drop</i> <p>Example – Matching message types with examples:</p> <p>Column A – Message Type</p> <ul style="list-style-type: none"> • <i>Action message</i> • <i>Warning message</i> • <i>Awareness-raising message</i> <p>Column B – Examples</p> <ul style="list-style-type: none"> • <i>“Explosive ordnance can cause severe injuries.”</i> • <i>“See EO — stay at least 50 meters away.”</i> • <i>“Do not touch suspicious objects.”</i> <p>Correct matches:</p> |

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| | | <ul style="list-style-type: none"> • Action message → “Do not touch suspicious objects.” • Warning message → “See EO — stay at least 50 meters away.” • Awareness-raising message → “Explosive ordnance can cause severe injuries.” <p>Example - Drag-and-drop exercise:</p> <ul style="list-style-type: none"> • Drag effective messages into “Good messages” • Drag less effective ones into “Less effective messages” <p>Message list:</p> <ul style="list-style-type: none"> • “See EO — stay 50m away, call 1800xxxx.” • “Raise community awareness of explosive hazards.” • “Do not touch suspicious objects.” • “People should improve their understanding of EO safety.” <p>Correct classification:</p> <ul style="list-style-type: none"> • Good messages: <ul style="list-style-type: none"> ○ “See EO — stay 50m away, call 1800xxxx.” ○ “Do not touch suspicious objects.” • Less effective messages: <ul style="list-style-type: none"> ○ “Raise community awareness of explosive hazards.” ○ “People should improve their understanding of EO safety.” |
| | <p>Lesson 2.2 – Understanding Communication Audiences and Designing Behavior-Based Messages</p> | <p>Lesson content: Video lecture (PPT format, 10–12 slides) with animated graphics</p> |
| | <p>End-of-lesson assessment – Lesson 2.2</p> | <ul style="list-style-type: none"> • 5 questions selected from a pool of 9–10 • One question displayed at a time • 100% correct required to proceed • Unlimited retakes with varied question sets <p>Question formats include:</p> |

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| | | <ul style="list-style-type: none"> • <i>Multiple-choice</i> • <i>Matching exercises</i> • <i>Drag-and-drop</i> <p>Example – Drag-and-drop exercise: Audience – Insight – Appropriate message</p> <ul style="list-style-type: none"> • Farmers <ul style="list-style-type: none"> ○ Insight: Busy, dislike inconvenience ○ Message: “See EO — call the hotline. Report quickly, farm safely.” • Youth <ul style="list-style-type: none"> ○ Insight: Like to show off; influenced by peers ○ Message: “Don’t take risks with EO — stay 50m away, call the hotline.” • Parents <ul style="list-style-type: none"> ○ Insight: Prioritize children’s safety ○ Message: “See EO — don’t touch, call the hotline. Keep children safe.” • Children <ul style="list-style-type: none"> ○ Insight: Need short messages with visuals ○ Message: “See EO — stay away — tell an adult.” |
| | <p>Lesson 2.3 – Organizing Group Discussions to Develop Community Communication Messages</p> | <p>Lesson content: Video lecture (PPT format, approx. 5 slides) with animated graphics</p> |
| | <p>End-of-lesson assessment – Lesson 2.3</p> | <ul style="list-style-type: none"> • <i>5 multiple-choice questions from a pool of 9–10</i> • <i>One question displayed at a time</i> • <i>100% correct required to proceed</i> • <i>Unlimited retakes with varied question combinations</i> |