

Grades K - 8

WHEN DISASTER STRIKES

UNDERSTANDING HUMANITARIAN EMERGENCIES

A cross-curricular educational resource for grades K to 8.



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WHY IS THIS GUIDE NECESSARY?

Humanitarian emergencies frequently capture significant international media coverage and as a result can have emotional impacts on people around the world. Often children have questions and concerns about these crises that can be difficult for adults to address. This guide helps teachers initiate a conversation about current humanitarian emergencies with their students. Through the activities, students will understand the implications of humanitarian emergencies on communities and vulnerable populations like children, while developing a sense of compassion and empathy, and a desire to act.

Before addressing humanitarian emergencies with your students, please consider children in your class or school, or their families, who may have been directly involved in or affected by humanitarian emergencies. As appropriate, inform them of the content of this guide and ensure they are comfortable with the subject before proceeding.

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INTRODUCTION

When the earth violently shakes leaving dust where homes and buildings once stood or when long simmering tensions overflow into devastating armed conflict – lives are changed forever.

Humanitarian crises, either in the form of natural disasters like floods and earthquakes, or complex human-induced situations like armed conflicts and industrial accidents, illustrate the full spectrum between human suffering and human resilience.

In any humanitarian crisis, the most vulnerable members of society will face the greatest loss. Where poverty, poor infrastructure, ethnic and political tensions, economic instability, environmental destruction and corruption have a stronghold, humanitarian emergencies can cripple the country's ability to respond and rebuild. Families that live in a constant state of vulnerability can find themselves in immediate humanitarian need when disaster strikes. In these situations, the most vulnerable victims are children.

Children's rights are consistently compromised and violated during humanitarian emergencies. Sometimes over the course of years, or in a matter of only seconds, a community's basic infrastructure can be destroyed, families torn apart, and access to clean water, sanitation and safe shelter denied. UNICEF responds in these situations to protect and ensure children's rights to potable water, health care and nutrition, education, reunification with their families, preservation of their identity, protection from exploitation and all other rights under the United Nations Convention on the Rights of the Child.

Teachers are challenged to convey the hardship and complexity associated with humanitarian emergencies to their students. This educational resource supports teachers' efforts with age-appropriate activities that encourage students to explore their reactions to these crises, develop empathy and understanding, and see themselves as global citizens with an ability to act. Students are moved along this continuum towards action in order to complete their learning, develop their global citizenship skills and inspire a continued desire to learn about the world around them.

LEARNING OUTCOMES

Through this resource, students will:

- distinguish between needs and wants
- identify the rights and responsibilities of children in Canadian and international contexts
- use comprehension strategies to analyze various media texts (stories, articles, photos)
- understand why children are vulnerable to disasters
- connect personal experiences to characters and other ideas in oral, print and visual media
- recognize and demonstrate various ways to express feelings
- write to narrate a persona's perspective
- give examples of cooperation to solve conflicts or disasters
- participate co-operatively and productively in groups
- apply critical thinking skills to problems and issues

CURRICULUM CONNECTIONS

Province	Curriculum Connections
Alberta, Nunavut & Northwest Territories	K – 9 English Language Arts; K – 9 Health & Life Skills
British Columbia & Yukon	K – 7 English Language Arts; K – 7 Social Studies
Saskatchewan	K – 8 English Language Arts; K – 8 Social Studies
Manitoba	K – 8 English Language Arts; K – 8 Social Studies
Ontario	K – Science and Technology; K – Personal and Social Development; K – 8 English Language Arts; 1 – 3, 6 Social Studies; 7 Geography
Quebec	Elementary English Language Arts; Geography, History and Citizenship Education
Atlantic Canada	K – 9 English Language Arts; K – 9 Social Studies

OVERVIEW: UNDERSTANDING HUMANITARIAN EMERGENCIES

HUMANITARIAN EMERGENCIES, in the form of natural disasters or human-made crises, exact a severe toll on women, children and families around the world. They result when a sudden hazard, long-term crisis or a combination of both overwhelms the capacity of the affected population to respond. Local authorities struggle to rebuild basic infrastructure and respond to the survival, development and protection needs of local inhabitants.

Natural Disasters: refer to the effects of severe natural hazards, such as tsunamis, mudslides, floods, hurricanes, volcanic eruptions and earthquakes.

Human-Made Crises: refer to the effects of human activities such as conflict, environmental damage or industrial accidents.

Today's emergencies are more complex and greater in number than before. Although many are a result of natural events, the causes and impacts of the emergency are often affected by human activity. Climate change, environmental degradation, population pressure, economic instability and poverty all exacerbate the frequency and severity of humanitarian emergencies leaving some populations more vulnerable than others.

VULNERABLE POPULATIONS

Some communities are more at risk to endure humanitarian emergencies based on where and in what conditions they live. Certain geographical areas will be more susceptible to some natural disasters (e.g. living on floodplains or along geological fault lines). Other communities will be more vulnerable to human-made crises because of human degradation of the natural environment, a history of unstable governments or long simmering tensions. Wherever disaster strikes, poor communities will be the most affected, especially the children among them.

“Earthquakes don’t kill people. Bad buildings kill them.”

-John Mutter, Columbia University seismologist and disaster expert

The poor often have less choice about where they live. They can be forced to settle in overpopulated areas or geographically vulnerable areas (e.g. steep hillsides). They often construct their own homes without the materials or information needed to meet building codes or erect houses that will withstand natural disasters. Few poorer people will be able to afford insurance. Rebuilding after a disaster without that assistance just ensures they will remain vulnerable well beyond the crisis.

The chaos and insecurity of major disasters and armed conflicts threatens the lives of children. When disaster strikes, parents' livelihoods are often interrupted, their homes damaged or abandoned, and their access to important resources such as safe water and sanitation, food, shelter and health care are affected. All of these realities impact children. In some circumstances, children will find themselves separated from their parents or even orphaned by disaster. With no primary caregivers, children become vulnerable to abuse, neglect, trafficking, malnutrition, disease and psycho-social trauma.

UNICEF IN EMERGENCIES

By working in 190 countries and having supply networks around the world, UNICEF is on the ground before, during and after most humanitarian emergencies. The overall aim of UNICEF's emergency response is to preserve life, alleviate suffering and protect the rights of children. Children in the midst of armed conflict and natural disasters have the same needs and rights as children in stable situations.

Each year, UNICEF works with local and international partners to respond to more than 200 emergencies worldwide. These partnerships with national governments, United Nations (UN) agencies, and civil society are crucial to ensure the best possible delivery of humanitarian assistance. Partnerships allow for a wide variety of programming to be delivered efficiently with both international and local knowledge and support.

In the first six to eight weeks after the start of a crisis, UNICEF and its partners focus on vital, life-saving interventions. A broader range of activities is undertaken once the initial response is well established. Based on a rapid preliminary assessment of how women and children have been affected by the crisis, UNICEF and its partners work together to address the following programming priorities:

HEALTH AND NUTRITION

In any emergency, UNICEF focuses on the health of children and women. Vaccination programs for children vulnerable to disease, vitamin A and nutritional supplements, essential medicines and emergency health kits, fortified foods, mother and child nutrition programs, post-rape-care kits and emergency supplies such as blankets, tarpaulins and cooking sets, all ensure the health of children and women in crisis.

WATER, SANITATION AND HYGIENE

To ensure access to safe water and sanitation for children and women in emergencies, UNICEF and its partners provide an emergency supply of safe water, well-repair supplies, water purification kits, jerry cans or clean containers to transport water, basic hygiene supplies (e.g. soap, bleach), improved sanitation facilities, hygiene education and information on the safe handling of water and disposal of human waste.

CHILD PROTECTION

UNICEF cares for children that have been separated from family members or even orphaned during an emergency. These children are particularly vulnerable without the support and protection of care-givers. UNICEF focuses on registering these children in tracing and reunification programs and getting them home to their families. If parents cannot be located, UNICEF finds appropriate care, preferably with other family members. Where children are vulnerable to abuse, neglect and exploitation, UNICEF provides trauma counselling, child-friendly spaces where children can play and residential centres where children receive supplies and safe shelter.

EDUCATION

The unpredictability of emergency situations is stressful for children. Returning to school as soon as possible will restore a sense of normalcy and security. UNICEF provides tents and school-in-a-box kits for temporary schooling, as well as recreational activities and teacher training to spot the signs of severe trauma. UNICEF also works with local government to get schools reopened and classes resumed.

TALKING TO CHILDREN ABOUT DISASTERS

Today, during catastrophic humanitarian disasters, children are exposed to news, discussion and visual images of the events. You can help the children in your life cope with their feelings, feel safe and even respond with positive actions:

1. START A CONVERSATION.

- Invite conversation by asking about a specific humanitarian situation. Ask questions like: "Have you heard anything about the situation in (*affected country*)?" or "How do you feel about what is happening in (*affected country*)?" If the child clearly isn't interested in talking about it, then don't push it.
- Let the child's concerns guide the discussion. Keep your responses factual, brief and simple. Give no more information than is asked for.
- Acknowledge their feelings, saying things like, "I know this is scary". Reassure the child that they are safe, and discuss how the victims of the disaster are getting help.
- If you can't answer their questions, use it as an opportunity to explore the answers together. Websites of international relief organizations, like UNICEF, can be great sources of information.

2. HELP THE CHILD TO FEEL PERSONALLY SAFE.

- Avoid viewing disturbing news coverage in front of the children, especially those under the age of 10. Young children may not distinguish between images on screen and their own personal reality – they may believe that they are in imminent danger.
- If it is appropriate for the child to view media coverage of the events, watch it with the child and talk about it afterward. Use it as an opening for discussion: "How do you feel about what is happening in (*affected country*)?"
- Children will pick up on your own response, so carefully think about how you react to news and information about the disaster – they need to know you are calm and in control.
- Try to balance the horrific or frightening information children get from the news media with positive stories, such as the acts of bravery, generosity and kindness of ordinary people caught in the disaster, and the actions of organizations like UNICEF in bringing relief to those affected. Remind the child of the many people who take care of others, like police officers, doctors and nurses.

3. HELP THE CHILD TAKE CONSTRUCTIVE ACTION.

One way to help children deal constructively with their feelings is to give them an opportunity to contribute to relief and recovery. See the *Mobilizing a School Response* (pg. 7) section of this guide for more ideas.

4. RESPOND TO CHANGES IN BEHAVIOUR.

Some children have more trouble than others coming to terms with death and suffering. In these situations, it might be best to ask for help – social workers and psychologists are available for consultation at schools.

MOBILIZING A SCHOOL RESPONSE

When a humanitarian emergency galvanizes a wide outpouring of support, staff and students often want to join in. The following ideas are intended to help schools organize a response to be proud of.

CHALLENGE SCHOOL-WIDE PARTICIPATION

School initiatives that involve all staff and students will have a greater impact on the participants and on the intended recipients of the support. School-wide events are associated with high levels of school spirit, satisfaction with the results and memorable achievements to recall in yearbooks, newsletters and on school websites.

ENCOURAGE CHILD-LED PARTICIPATION

Where possible, staff should encourage their students to brainstorm, initiate and lead how the school responds to the emergency. The result will be a rich learning experience, whereby students feel empowered to make positive change, gain new skills and create proud memories.

DESIGN AN APPROPRIATE RESPONSE

Often the most effective way for a school to support a humanitarian response is to donate to an organization already working in the emergency zone. For the most part, donating undesignated funds is the most preferred contribution because it allows organizations to purchase needed goods or resources in the affected country, thereby supporting their economy. It also allows the organization to use the funds for the most critical needs first. However, depending on the nature of the emergency and the school's proximity to it, it may be appropriate to take other actions, such as bringing attention to the emergency and advocating for systemic changes to reduce future impacts on vulnerable populations (Check out UNICEF Canada's website (www.unicef.ca) for updates on emergency relief efforts and ways for Canadians to stay informed and help).

COMMUNICATE YOUR SUCCESS

Encourage a wider level of participation by regularly communicating your successes both inside and outside the school community. Challenge local businesses, community organizations and individuals to support your initiative. Remember to appropriately acknowledge the contributions of all those who participate.

ORGANIZE STAFF SUPPORT

To organize school-wide events requires the involvement of as many staff as possible. However, teaching and administrative staff often have little extra time. Try these ideas to engage staff members:

- **Start with your school administrators.** Any school-wide initiative needs to have the support of the administration staff (Principal, Vice Principal). Discuss the rationale for initiating a response, for example: taking action is one of the best ways for concerned students to contribute to a positive outcome, and the initiative will be an opportune time to exercise global citizenship skills. Administrators can also facilitate a discussion on a potential response at the next staff meeting.
- **Discuss a response before a humanitarian crisis.** Obviously a school-wide response to a humanitarian emergency is a reactive process and one that is initiated quickly. Having a staff discussion *before* an emergency arises can remove some of the potential stress associated with organizing a quick response. Staff can discuss: why the school might want to respond to such emergencies, how teachers can best discuss emergencies with their students and what types of activities the school might undertake. See the *Staff Reflection Activity* (p. 15) in this guide.
- **Take a cross-curricular approach.** Encourage teaching staff to bolster the school's response by teaching about the humanitarian crisis in their classrooms.
- **Involve school support staff.** School-wide initiatives inevitably affect the school support staff, including office and custodial staff. Discuss your ideas with these staff members and ask for their support. Listen to and address any concerns they might have.
- **Keep communication lines open.** Many stakeholders will be involved in the organization of a school-wide project. Use various methods of communication (emails, postings in staff room, announcements, notes in staff mailboxes) to keep everyone informed. Most importantly, have face-to-face discussions so that questions and concerns are dealt with and staff members feel ownership over what unfolds.
- **Maximize the participation you get.** Staff with many demands on their time may opt not to participate. If you focus on a quality experience for those who do participate, you show a keen interest in incorporating their ideas and you communicate your successes well, and reluctant staff may be more inclined to participate in the future. Encourage staff to contribute what they can and work from their skill set.

HUMANITARIAN EMERGENCIES LESSON: FOR GRADES K – 3

AIM

To help young children understand what humanitarian emergencies are and how they affect children.

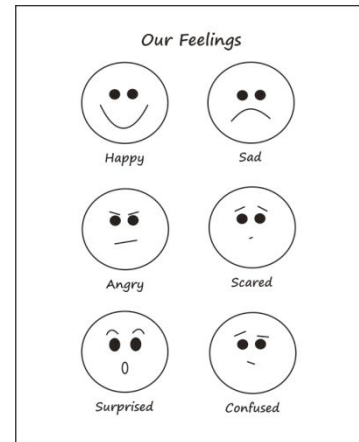
MATERIALS

- Music, CD/MP3 player and speakers
- Scissors, glue, markers, crayons, paper, magazines, 6 Popsicle sticks (per student)
- Class set of *Student Handout: Our Feelings* (pg. 16)
- Large map of the world
- Two sets of *Student Handout: All Children Have Rights Cards* (pg. 17)
- One enlarged copy of each *Emergency Photo* (pg. 18) cut into puzzle pieces (one piece per child)
- One enlarged copy of each *Emergency Photo*
- Masking tape, chart paper
- Refer to *Student Handout: Photo Captions* (pg. 20)
- Refer to the story *Pedal Power* (pg. 21)

INTRODUCTORY TASK: HOW DO YOU FEEL?

Gather children in an open space. Ask the group how they are feeling. Discuss different types of emotions in response to common events (e.g. How do you feel when you are hugged by someone you love? How do you feel when a favourite toy breaks?) Discuss: How can we tell how other people are feeling? (*Facial expressions, they tell us, their behaviour*).

Have children move around the room to the sound of music. When you stop the music, each child stops to face whoever is closest to them. Call out an emotion (happy, sad, angry, scared, surprised, confused) and instruct the children to make the facial expression they feel best demonstrates that emotion. Start the music again and repeat with a different emotion. Following this, have children seated on the floor in front of the board or chart paper. Discuss: Did you notice whether or not people made similar facial expressions when an emotion was called? Why do you think that is? To recap, ask the children to show you expressions for each emotion and draw a simple representation of each (see *Our Feelings Chart*).



Have children construct *emotion sticks* to help them communicate their feelings about future activities. Pass out one *Student Handout: Our Feelings* (pg. 16), glue, scissors, 6 Popsicle sticks and a marker to each child. Children draw expressions from *Our Feelings Chart* onto their handout. They cut out each face and glue it onto a Popsicle stick. When they are finished, ask them to respond to a question (e.g. How do you feel right now?) by holding up the emotion stick that represents how they feel.

Children keep their emotion sticks for the following tasks in this lesson. They can also be kept throughout the school year to get a quick read on how the class is feeling about various activities or events.

TASK 1: NEEDS, WANTS AND DISASTERS

Create a large T-chart with three columns: *Healthy*, *Happy* and *Safe* on a front board or chart paper. Ask children to close their eyes and make a picture in their mind of all the things they need to be healthy (e.g. safe water, healthy food, health care, a chance to run and play). Record some of their ideas under the *Healthy* column in the T-chart. Where appropriate draw simple drawings or symbols to illustrate their ideas. Repeat this process for the other two columns: *Happy* and *Safe*. Discuss: Are some of the things in our chart more important than others? Why?

Needs: are things we *require* to survive and live full lives.

Wants: are things that are nice to have, but that are not necessary to live.

Help children see the difference between *needs* and *wants* using examples from the T-chart. Circle the items from the chart that represent *needs*. Discuss how needs can also be considered *rights*. Every child has the right to safe water, food, shelter, a family to care for them, education, and safety from harm (refer to *All Children Have Rights Cards* (pg. 17) for more ideas). Discuss: Having rights allows all children to live healthy, happy, safe lives. Although all children have rights, not all children have their rights fulfilled or protected. For example, they have the right to go to school, but they may not be able to go because they need to go to work instead or help around the house. Their right to an education has not been protected.

Prepare two sets of the *All Children Have Rights Cards*. Have three volunteers stand up at the front. Explain that two of the volunteers represent babies that were born on the same day in different parts of the world. One baby was born here in Canada (*point out Canada on a map*) to an average family and has all of their rights protected from day one. (*Hand that child a full set of the All Children Have Rights cards. Name aloud the rights as you give them*). Ask the class to respond with an emotion stick to show how they feel about this baby's story. Discuss their feelings.

The other baby was born in (*choose a country of a recent earthquake*) just two days after a big earthquake struck. When the earth shook, many buildings (including their house) were knocked down making it difficult for this baby's family to get the water, food, shelter, etc. they need. (*Point out the country on the map and hand the child only a few cards, naming the rights as you give them*). Have the class respond with an emotion stick to this baby's story. Discuss their feelings.

Then give the third child the remaining cards. Explain that many people respond when disasters like earthquakes happen. The third volunteer works for UNICEF, an organization that works very hard to make sure all children have **all** of their rights fulfilled and protected. (*The third child gives the remaining rights to the child role-playing the baby living in an earthquake zone*). Have the class respond with an emotion stick. Discuss any questions or concerns the children may have. Be truthful but try not to offer too many potentially upsetting details. Focus on the importance of helping people who need it.

Explain that the next activities will help them learn more about disasters.

TASK 2: ANALYSING PHOTOS

Tape up an enlarged version of each *Emergency Photo* (pg. 18) on its own piece of chart paper around the room. Place glue next to each paper.

Explain that they will be examining photos to learn about emergencies. All of the people in the photos were living in emergency situations. Mix up the photo puzzle pieces. Hand out one photo puzzle piece to each child. They circulate about the room to determine which photo their piece is from and then glue their pieces together on the chart paper. Have each group look at their photo carefully and discuss: What do you see in the photo? What are the people doing? What is happening in the background? Do you think the people in the photo are being helped or still need help? Who do you think is helping them? For younger children, practice photo examining skills using a large photo of your choosing as a large group before starting this activity.

Gather the children in a large group. Review each photo and the group's ideas in response to the questions above. Point out where each emergency occurred on a world map. Explain what is happening in each photo (see *Student Handout: Photo Captions*, pg. 20). For each photo, ask: How do you feel about this photo? (*Children respond with their emotion sticks*). Discuss their response.

Hand out one *All Children Have Rights* card (pg. 17) to 9 of the children (use only the cards that are rights). Examine the right(s) being upheld in each photo using the cards. Ask: Do any of you have a rights card that you think is related to what is happening in this photo? What clues in the photo make you choose that right? What about other rights? After discussing one photo, have the children hand their card to a child who doesn't have one, then examine another photo. The *Student Handout: Photo Captions* has the answers for each photo.

Discuss: How do you feel about people who help children in emergencies? (*Use emotion sticks*). How would you help children in emergencies? How could we help as a class? Why is it important to help?

The next activity focuses on a little boy that helped in a big way.

Extension Activities:

- Discuss art and drawing as a way for children to communicate about traumatic experiences. Have children imagine themselves as one of the children in the photos and do a drawing from their perspective.
- Explore photos of historical humanitarian emergencies. Discuss how children were affected and use the *All Children Have Rights Cards* to explore which rights were infringed or upheld.

TASK 3: PEDAL POWER

Introduce the story *Pedal Power* (pg. 21) about a little boy who wanted to help after an earthquake. With each push of his bike pedals, he inspired others around the world to help too. The story is about a real-life boy, Charlie Simpson, who raised more than £200,000 for UNICEF's response to the January 2010 earthquake in Haiti.

Read the story aloud. Discuss: How does the story make you feel? How did Charlie feel when he learned about the children in the earthquake? How do you think he felt after he raised all that money for UNICEF? How do you feel when you help others? (*Use emotion sticks to answer these questions*).

Extension Activities:

- Consider reading other stories about disasters. See the list of children's stories in *Further Resources* (pg. 24).
- Cut up the story *Pedal Power* and glue each stanza on its own page. Children can illustrate the story and share it with their family or do a reading for another class.

ACTIVITIES TO EXAMINE CURRENT EMERGENCIES WITH GRADES K TO 3:

- Search for examples of heroic or commendable actions being taken by local people during emergencies. Discuss how neighbours, friends and family are usually the first to help when disaster strikes.
- Read aloud the story from the 2-page insert *When Disaster Strikes: A Humanitarian Emergency Response*. Discuss what rights are being denied and upheld for the children in that story. Ask the discussion questions.
- Construct a class bulletin board display or collage about a current humanitarian emergency.
- Organize an activity to raise funds for a humanitarian response.
- Bring in articles of current humanitarian emergencies. Pin them around a map and extend string between each article and the country the emergency occurred in. Discuss what is happening in each emergency.

HUMANITARIAN EMERGENCIES LESSON: FOR GRADES 4 – 8

AIM

To introduce students to humanitarian emergencies, how they affect the rights of children and how organizations respond.

MATERIALS

- Class set of the 2-page insert *When Disaster Strikes: A Humanitarian Emergency Response*
- Sticky notes, chart paper, markers
- One enlarged copy of each of the photos on *Student Handout: Emergency Photos* (pg. 18)
- Sets of *All Children Have Rights Cards* (pg. 17) – one per pair
- Class set of the *Overview: Understanding Humanitarian Emergencies* (pg. 4)
- Class set of the *Student Handout: Photo Interpretation* (pg. 19)
- Six copies of the *Student Handout: Photo Captions* (pg. 20)
- Access to computers and the Internet, map of the world
- Refer to the stories *Pedal Power* (pg. 21) and *Children's Voices* (pg. 22)

TASK 1: WHAT IS A HUMANITARIAN EMERGENCY?

Organize students into groups of three. Hand out one copy of the story from the 2-page insert *When Disaster Strikes: A Humanitarian Emergency Response* to each student. Have them read the story and then answer the discussion questions with their group. When all groups are finished, facilitate a large group discussion. Discuss: What thoughts came to mind after reading this story? What would it be like to live through such an emergency? Ask students to share a few of their responses to the discussion questions.

Humanitarian Emergencies

result when a natural disaster, human-made crisis or a combination of both, overwhelm the affected population's ability to cope. Humanitarian Emergencies can unfold gradually or strike suddenly.

Hand out a pad of sticky notes to each group. Explain that the story they read was about a humanitarian emergency. Based on that story and what previous knowledge they have, students record words and phrases that come to mind when asked: *What is a humanitarian emergency?* The group chooses its three best ideas and records each on a sticky note. Students post their ideas on chart paper at the front of the room.

Rearrange the sticky notes so that similar ideas and trends in thinking are grouped together. Identify the common themes and elicit student suggestions for a definition of a humanitarian emergency. Share the definition provided here (see *Humanitarian Emergencies* box). Discuss some well-known examples of humanitarian emergencies: Haiti earthquake, Hurricane Katrina, Sudan Conflict, 2004 Tsunami.

Homework task: Have students do an online search (see *A Place to Start...* box) or read through a newspaper at home to find a story about a current humanitarian emergency. Have them answer the following questions: What happened? Where did it happen? How have people been affected? Who is helping? What did you find most interesting to learn about this emergency? The following day pair up students and have them share their article and their answers with each other. Post the articles and synopses around the room or on a bulletin board.

A Place to Start...

Canadian Broadcasting Corporation
<http://www.cbc.ca>
Google News
<http://news.google.ca>
Reuters World News
<http://www.reuters.com/news/world>

TASK 2: LIVING THROUGH AN EMERGENCY

NOTE: For this activity the teacher must invite a classroom guest that has experienced a humanitarian emergency (either directly or indirectly) or can recall details of a significant example. Otherwise, the teacher or another adult guest can take on the persona of someone who has survived a humanitarian emergency. Historical examples of emergencies are interesting to explore.

Explain that the class will be conducting an interview of someone who has lived through or been affected by a humanitarian emergency. Give them an introduction to that person and the emergency they experienced so they have some basic knowledge of the event. They can conduct preliminary Internet research if time permits. Talk to them about interviewing and the importance of asking open-ended questions (see *Interviewing Tips* box).

INTERVIEWING TIPS

1. **Do your homework.** Have a basic knowledge of the subject before you interview them.
2. **Have a list of questions.** Be prepared with questions to ask, but also be able to ask unplanned questions based on the respondent's answers.
3. **Use open-ended questions.** Open-ended questions are useful for encouraging full, meaningful answers that get at the subject's knowledge, experiences and feelings. These types of questions often start with words like "How" or "Why" or phrases like "Tell me about..." Closed-ended questions that often encourage short or one-word responses should be avoided.

Example of an Open-Ended Question	Example of an Closed-Ended Question
Tell me about your relationship with your mother?	Did you and your mother have a good relationship?

4. **Listen.** A common mistake of interviewers is to be planning the next question while the respondent is still answering the previous question. You will miss important information if you are not listening fully.

Organize the students into pairs. Students brainstorm a list of questions they would like to ask their classroom visitor. Each pair adds their questions to a class list on chart paper at the front.

Add a column beside the list of questions to allow for dot voting (see *The Most Important Questions to Ask*). Have students use a marker to place a dot beside each of the three questions they would most like to ask. Based on the voting results, determine the ten most important questions to ask and discuss in which order to ask them. Put everyone's name in a hat and draw names to assign the ten questions – one each to randomly selected students.

Questions	Dot-Voting
How did you feel after the emergency?	• • • • •
Tell us about your family's experience during the 1998 Ice Storm.	• • • • •
How were you helped during the emergency?	• • • • •
What was it like to live without heat for days in the middle of winter?	• • • • •
Were you scared?	• •

Invite your guest. Have a student give a short introduction for your guest and welcome them to your classroom.

Each assigned student asks their question. Students that have not been assigned a question should be encouraged to improvise and ask further questions based on what the guest is saying. Keep an eye on the time and encourage the interview along if needed. All students should be taking notes as the guest speaks. At the completion of the interview, ask for any additional questions. Then give the guest a chance to add any further reflections that did not surface with the questions asked. Have another student thank the guest.

Discuss the interview as a class. Ask: What things stood out most to you? What did you learn that surprised you?

Students will use what they recorded about the interview to write poetry. Explain that poetry is really just groups of words put together in interesting ways. Have students work in pairs. They each review what they wrote about the interview and read what their partner wrote. Then, using one piece of lined paper and one pencil, the students take turns writing one word or a phrase that comes to mind when they think about the experience of their guest. Each student writes on one line and then their partner writes below on the next line. When they have exhausted all of their ideas they look at their poem and make any changes necessary to improve the effect of the poem. Have a poetry reading where pairs share their poetry for their class, and potentially other classes. Send some of the poems to your guest as a thank you.

Alternative Activities

- Instead of poetry, students can explore their reflections on the interview by journaling, creating artwork, writing songs or skits, or writing a story.

TASK 3: EVERY CHILD HAS RIGHTS

Organize students into pairs. Hand out chart paper and markers to each pair. Have each student describe a typical day in their life, to their partner. Then students consider what things they require each day:

- To be happy
- To be healthy
- To be safe

They record their ideas in a chart with three columns: *Happy*, *Healthy*, and *Safe*. When they are finished, discuss some of their ideas as a class.

Discuss the difference between needs and wants. Students reorganize the items in their chart into a new T-chart with the headings *Needs* and *Wants*.

Explain that *needs* can also be considered rights. Introduce students to the United Nations Convention on the Rights of the Child (see *The United Nations Convention on the Rights of the Child* box). Talk about the four types of rights under the Convention (see *Types of Rights* box).

Hand out one set of *All Children Have Rights Cards* (pg. 17) to each pair. Students classify the cards under one of the four types of rights. They record their ideas in another chart. Students should identify which cards do not represent rights, but instead represent *wants*.

When it looks like most students are finished, randomly begin taking *Shelter*, *Family to Care for You*, *Education*, and *Play and Recreation* cards from pairs. Don't explain what you are doing. When you have collected a few cards from some students but not all, explain that conflict has broken out nearby and many of the students in the school have been forced from their homes or been separated from their families. In the process, many of you have been denied certain rights. Ask: How does this make you feel? How will your daily life be affected? How will you get help? For those of you who have not been affected, how do you feel about what your peers are going through?

Make the connection to humanitarian emergencies.

TASK 4: RESPONDING TO EMERGENCIES

Students read the *Overview* of the emergency highlighted in the 2-page insert *When Disaster Strikes: A Humanitarian Emergency Response* and the *Overview: Understanding Humanitarian Emergencies* (pg. 4) in this guide. Students work in pairs to answer the following questions and record their ideas:

- Why are children so vulnerable in emergencies?
- What is UNICEF doing to help children in this particular emergency?
- Explain the difference between the four main types of UNICEF emergency programming: 1) *Health and Nutrition*; 2) *Water, Sanitation and Hygiene*; 3) *Child Protection*; 4) *Education*.

Review student answers as a large group.

NEEDS AND WANTS

Needs: are things we *require* to survive and live full lives.

Wants: are things that are nice to have, but that are not necessary to live.

The United Nations Convention on the Rights of the Child (the Convention)

In 1989, world leaders decided that children needed a special convention that would recognize that they have rights and require specific care and protection that adults do not. This convention became known as the United Nations Convention on the Rights of the Child. It outlines the rights that children everywhere have: the right to survival; the right to develop to the fullest; the right to protection from harm, neglect and exploitation; and the right to participate fully in family, cultural and social life. By agreeing to (or ratifying) the obligations under the Convention, governments have committed to be accountable to the international community for protecting and ensuring the rights of all children.

Types of Rights

Survival Rights: Right to life and to have your most basic needs met (for example: shelter, nutrition, medical treatment).

Development Rights: Rights that allow you to reach your fullest potential (for example: education, play and leisure, cultural activities).

Participation Rights: Rights that allow you to take an active role in your community (for example: the freedom to express opinions, to join associations).

Protection Rights: Rights that protect you from all forms of abuse, neglect and exploitation (for example: protection against involvement in armed conflict and child labour).

TASK 5: CHILDREN'S RIGHTS IN EMERGENCIES

Set up six photo stations around the room. Each photo station should have an enlarged copy of one of the *Emergency Photos* (pg. 18), a set of the *Photo Captions* (pg. 20), and a set of the *All Children Have Rights Cards* (pg. 17). Label each enlarged photo (on the back) as the chart shows.

Photo	Label
1	D
2	B
3	E
4	A
5	F
6	C

Hand out one copy of the *Student Handout: Photo Interpretation* (pg. 19) to each student. Organize the students into six groups. Have them start at one station following the instructions on their hand out to complete the task. Then rotate the groups to the next photo. Repeat this process until all groups have visited all of the stations.

Bring the students together. Have each group share the answers for the first photo they viewed.

Discuss: How do you feel about how these children were helped in these situations? How might these children have been affected over the long-term if they did not receive this assistance?

Homework Task: Students choose a person in one of the photos and write a journal entry from his/her perspective.

TASK 6: CHILDREN HELPING CHILDREN

Read the story *Pedal Power* (pg. 21) aloud to the students. Explore student reactions to the story. Explain that it is based on a true story about a boy in the UK, named Charlie Simpson (see *Remarkable Seven-Year-Old the Toast of Britain*). Students look up articles online about Charlie.

Then discuss the fact that some children who *live through* humanitarian emergencies also take action to help other children. Read the story *Children's Voices* (pg. 22) about Suku Jane Simon aloud to the students. Point out the country *Sudan* on a map. Use the discussion questions on page 22 to talk about how these children are particularly resilient and demonstrate great courage.

Encourage students to write a story about a child taking action to help other children in humanitarian emergency situations. The story can be humble and simple – it is not the size of the action that matters. Focus on encouraging them to see themselves as able to help others who need it. The story can be based on true events, or it can be fictional.

Explain that the stories will be made into books to be shared. Students author the story and then it should be edited for spelling and grammar before the students illustrate it. When the story books are complete, arrange for the students to read them to younger students. The message should be that even under tough circumstances, we need to be hopeful and help those that need it.

ACTIVITIES TO EXAMINE CURRENT EMERGENCIES WITH GRADES 4 TO 8

- Search for examples of heroic or commendable actions being taken by local people during emergencies. Discuss how neighbours, friends and family are usually the first to help when disaster strikes.
- Students research current emergencies and perform a news broadcast
- Students find a news article on an emergency and identify how children's rights are being denied or upheld
- Organize a creative activity to raise funds or awareness for an organization that responds to disasters
- Students examine a humanitarian emergency to determine how humans have contributed to the magnitude of the emergency (e.g. climate change, population pressure)

STAFF REFLECTION ACTIVITY

AIM

To help staff examine their role in teaching children about disasters and global citizenship skills.

MATERIALS

- Copies of the article *Return from Haiti: UNICEF staffer reflects on the children's emergency* (pg. 23)
- Chart paper, markers, sticky notes

TASK 1: TALKING TO CHILDREN ABOUT HUMANITARIAN EMERGENCIES

Hand out copies of the *Return from Haiti* article (one per person). Have staff read the article and then discuss it in small groups. Some discussion starters:

- What has been your experience with communicating to children about disasters?
- How do you feel about addressing these types of events in your classroom?
- Which aspects of disasters are hardest to convey to children? Why?
- In what creative ways have you addressed disasters in your classroom?
- In what ways have you connected learning about disasters with curriculum expectations?
- What would be your top five tips for communicating to children about disasters? (Construct this list together).

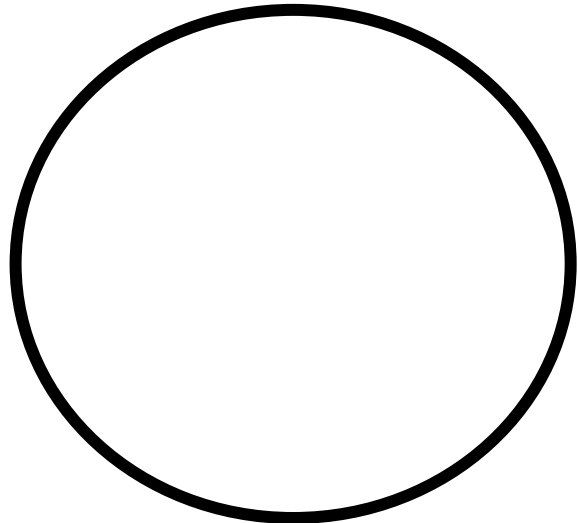
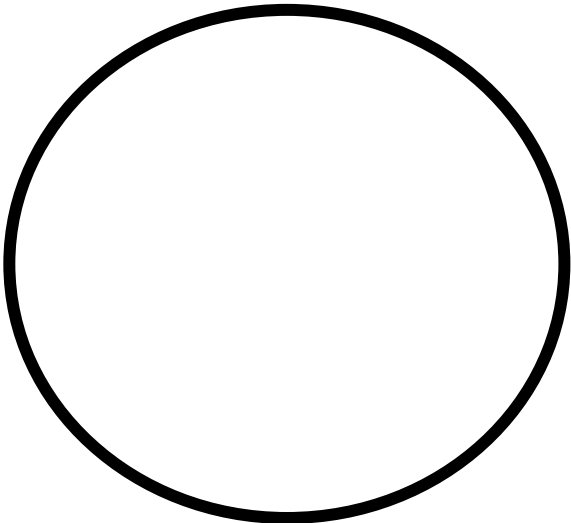
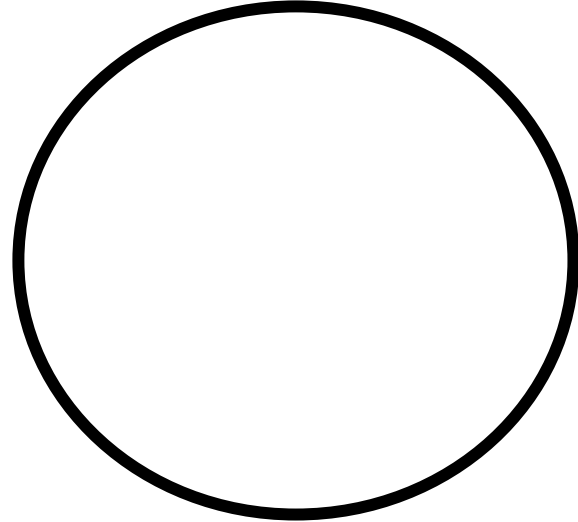
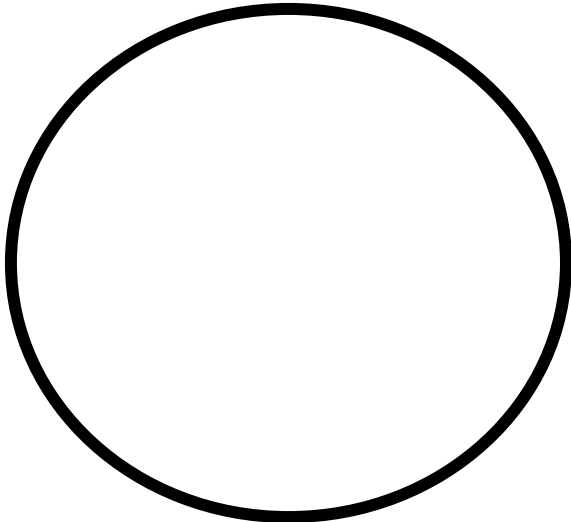
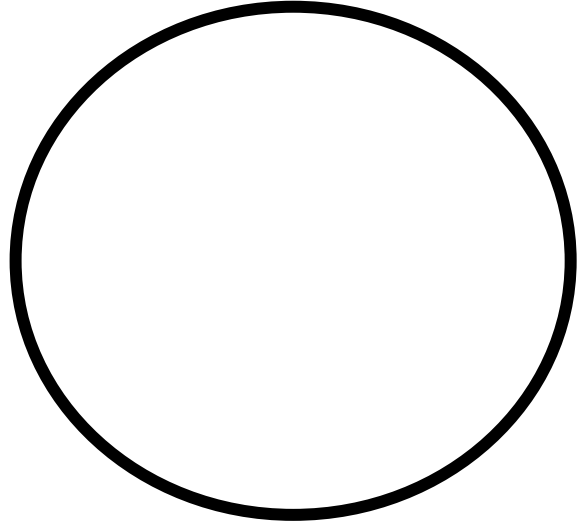
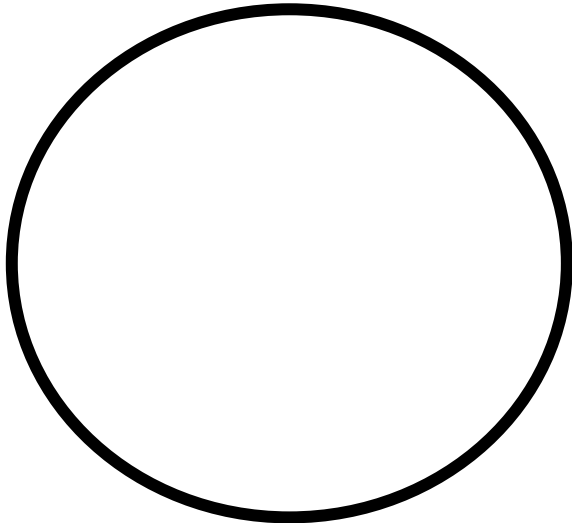
Have groups share the most salient points from their discussion and their top five tips. Share any ideas that were missed from the section *Talking to Children about Disasters* in this guide.

TASK 2: OBSTACLES AND ENABLERS

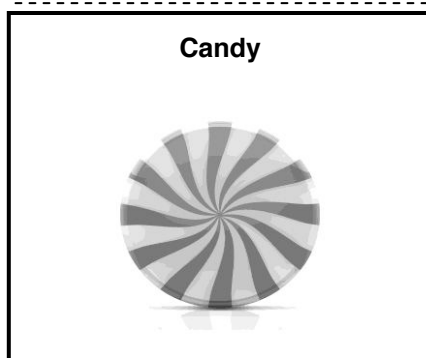
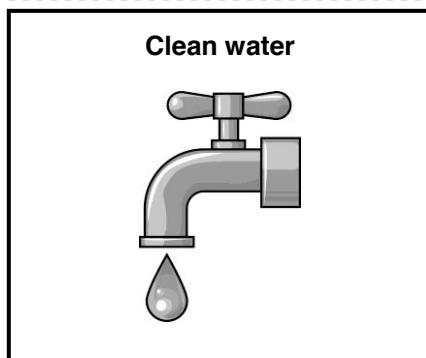
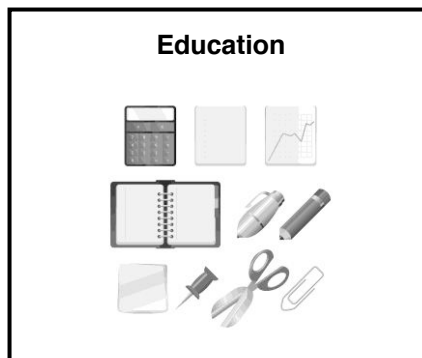
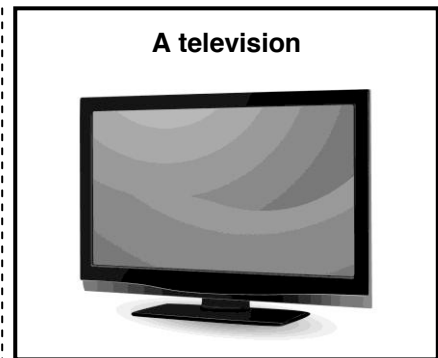
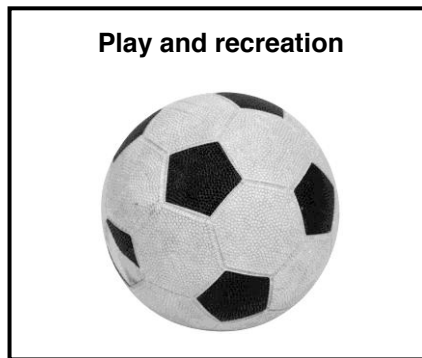
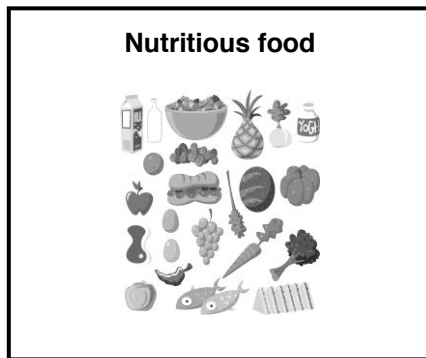
Initiate a staff discussion using the following prompts and the discussion points in the *Mobilizing a School Response* section (pg. 7) of this guide:

- Many children show a desire to respond or take action after learning about disasters. Do you think the school has a responsibility to support that desire to act? Discuss your ideas.
- If we took a school-wide approach to respond to a given disaster, what are the different ways that could unfold? What could our approach look like? Would it be extra-curricular or be carried out on class time? Would it be cross-curricular? What activities would we undertake? How would students be encouraged to initiate and execute plans?
- What are the benefits to taking a school-wide approach? (*Student engagement, development of character, empathy and compassion, exercising global citizenship skills, caring that extends beyond the school community, boosts school spirit and morale, etc.*)
- What obstacles are there to taking a school-wide approach? (Record ideas on sticky notes and post on chart paper)
- What enablers are there to taking a school-wide approach? (Record ideas on sticky notes and post on same chart paper) Rearrange the sticky notes to pair up enablers with obstacles they address. Groups share their ideas.
- What makes school-wide initiatives successful? Is a school-wide initiative feasible for us right now?

STUDENT HANDOUT: OUR FEELINGS



STUDENT HANDOUT: ALL CHILDREN HAVE RIGHTS CARDS



For teacher: The following cards represent *rights*: nutritious food, play and recreation, safe shelter, education, protection from harm, clean water, a family that cares for you, health care, opportunities to share opinions. The other three cards (a television, a personal computer, candy) represent *wants*.

STUDENT HANDOUT: EMERGENCY PHOTOS

Photo 1



©UNICEF/NYHQ2010-0142/Noorani

Photo 2



©UNICEF/NYHQ05-1699/Estey

Photo 3



©UNICEF/NYHQ2009-0578/Ramonedá

Photo 4



©UNICEF/NYHQ2005-0300/Estey

Photo 5



©UNICEF/Ethiopia/2008/Serge Pouzet

Photo 6



©UNICEF/HQ04-0914/Noorani

STUDENT HANDOUT: PHOTO INTERPRETATION

At each station, work with your group to complete the tasks below. Keep track of your ideas on this sheet.

1. Answer the discussion question for each photo and record your answer.
2. Match the correct caption to the photo. Record your answer.
3. Determine which type of UNICEF programming is being shown in the photo: 1) *Health and Nutrition*; 2) *Water, Sanitation and Hygiene*; 3) *Child Protection*; 4) *Education*. Record your answers.
4. Use the *Rights Cards* to identify which right(s) are being upheld in the photo. Record your answers.

PHOTO A

If you could add a thought bubble to this photo, what would the little girl be thinking? _____

Photo Caption #: _____ Type of UNICEF Programming: _____

Right(s) Being Upheld: _____

PHOTO B

How does this photo make you feel? Why? _____

Photo Caption #: _____ Type of UNICEF Programming: _____

Right(s) Being Upheld: _____

PHOTO C

What headline would you give an article about what is happening the photo? _____

Photo Caption #: _____ Type of UNICEF Programming: _____

Right(s) Being Upheld: _____

PHOTO D

What can you see happening in this photo? Describe the scene. _____

Photo Caption #: _____ Type of UNICEF Programming: _____

Right(s) Being Upheld: _____

PHOTO E

What questions would you ask of the people in this photo? _____

Photo Caption #: _____ Type of UNICEF Programming: _____

Right(s) Being Upheld: _____

PHOTO F

What words come to mind when you look at this photo? _____

Photo Caption #: _____ Type of UNICEF Programming: _____

Right(s) Being Upheld: _____



STUDENT HANDOUT: PHOTO CAPTIONS

Photo 1: A girl, held by her father, cries while she receives a vaccination shot at the Sylvio Cator Stadium in Port-au-Prince, Haiti. The stadium is serving as a temporary settlement area after a large earthquake hit the region in January 2010. UNICEF provides vaccination programs after large disasters as a way to prevent the spread of disease.

For teacher: Analysis of Photo 1

- Right to health care; right to a family that cares for you
- Example of *Health and Nutrition* programming

Photo 2: Seven months after the 2004 tsunami in Indonesia, 15-year-old Khairuddin finally finds his mother, Yulsaini. She is the only other surviving member of his family. A UNICEF Child Centre protected Khairuddin while he was separated from his mother and helped him to find her using a tracing program.

For teacher: Analysis of Photo 2

- Right to a family that cares for you; right to protection from harm
- Example of *Child Protection* programming

Photo 3: A woman makes tea at daybreak while her children sleep, outside their tent in a resettlement camp in northern Pakistan. In 2009, about 90,000 people lived in this camp after fighting forced them to leave their homes. In these camps, UNICEF provides safe water and sanitation equipment, immunizations, help to return missing children to their families, child-friendly spaces to play and feel safe, and primary schooling.

For teacher: Analysis of Photo 3

- Right to safe water; right to shelter; right to food; right to protection from harm; right to health care; right to a family that cares for you
- Example of *Health and Nutrition; Water, Sanitation and Hygiene; Child Protection and Education* programming

Photo 4: Children unpack educational supplies from a UNICEF school-in-a-box kit. These children have been left without homes and schools after the 2004 tsunami in Indonesia. Each kit contains basic education supplies for 1 teacher and up to 80 children. During emergencies, UNICEF provides these kits and school tents to help children return to a school routine as soon as possible. Going to school helps children feel secure and as though things are normal again.

For teacher: Analysis of Photo 4

- Right to education
- Example of *Education* programming

Photo 5: Ikashe feeds her eleven-month-old son, Mare, his weekly ration of the ready-to-use food Plumpy-nut®. The two visit a UNICEF feeding programme for children with severe malnutrition in southern Ethiopia, Africa. Ikashe relies on food aid to feed her family after very little rainfall meant her community experienced a food crisis in 2008.

For teacher: Analysis of Photo 5

- Right to food; right to health care; right to a family that cares for you
- Example of *Health and Nutrition* programming

Photo 6: Children play in a camp for displaced people, near the capital of West Darfur, Sudan. The conflict in Sudan has resulted in over 2 million people being displaced from their homes. Over half of those people are children. Play therapy and other forms of treatment support children who have been traumatized by the conflict.

For teacher: Analysis of Photo 6

- Right to play and recreation; right to protection from harm
- Example of *Child Protection* programming

PEDAL POWER

Once upon a time
there was a special boy who
cared about some kids far away
he knew were very scared.

This little boy heard a story
that made him very sad.
He heard the earth had rumbled
and messed things up real bad.
The homes of many kids
had crumbled to the ground,
and some kids' moms and dads
were now nowhere to be found.

The boy thought long and hard
and knew what he must do.
He grabbed his bike and pulled
real hard to tighten up his shoes.

The boy began to pedal round
and round his nearby park.
Before too long the crowd he
drew had caught his special spark.

He'd asked for something simple,
something most people could give.
He asked for small donations
to help the scared kids live.

He knew they needed water,
he knew they needed food,
He knew that some were waiting
for the time they'd be rescued.

With every pedal of his foot,
with each sure and steady push,
That little boy kept up his pace
and melted hearts to mush.

They opened up their wallets,
they opened up their mouths,
to tell the story of the boy
who drew such giving crowds.

The papers told his story,
the TV stations too.

Even big musicians
wondered what more they
could do to help this little boy
with his very noble quest,
to see that all earth's children
had nothing but the best.

People heard the story
of the boy with pedal power.
Around the world people gave,
more with every hour.
To start his goal was modest,
just a few hundred pounds.
By two hundred thousand,
he could stop the round and round.

What started out as humble,
just a boy, his bike and shoes,
turned out to be magnificent,
a special tale that proves,
even if you're small and think
you've got not much to give,
that special spark inside of you
might just help someone live.

REMARKABLE SEVEN-YEAR-OLD THE TOAST OF BRITAIN

The children's story *Pedal Power* is based on the true story of seven-year-old Charlie Simpson, a boy who pedaled five miles around his local park to raise money for UNICEF's Haiti earthquake response.

Charlie lives in Fulham, England where, upset by the news of the earthquake in Haiti, he made a goal to raise £500 for UNICEF.

Charlie far surpassed that goal. Just mere days after embarking on his quest, he was welcomed into the home of Prime Minister, Gordon Brown. Sarah Brown, Mr. Brown's wife, congratulated Charlie on raising more than £200,000 for children in Haiti.

UNICEF UK Executive Director David Bull said: "This is a very bold and innovative gesture by Charlie that shows he connects with and not only understands what children his own age must be going through in Haiti but is also wise enough to know that he can help them."

"The little seed – his idea – that he has planted has grown rapidly and his is a place well deserved in the humanitarian world," David continued. "On behalf of the many children in Haiti, I thank Charlie for his effort."

CHILDREN'S VOICES

JUBA, SOUTHERN SUDAN, AUGUST 2007

ADAPTED FROM UNICEF NEWSLINE ARTICLE: GIRLS' EDUCATION MOVEMENT AMPLIFIES 'CHILDREN'S VOICES' IN SUDAN

Every Tuesday morning, while her younger brother and sisters are still climbing into their school uniforms, Suku Jane Simon, climbs onto a chair at Southern Sudan Radio. She adjusts a pair of headphones and coolly announces the start of her own radio broadcast.

"I advise every child – girl and boy – to go to school," she says into the microphone, "Education is the key."

Suku belongs to a club at her school that focuses on helping children attend school. Each week Suku and the students and teachers in the club produce the radio broadcast 'Children's Voices' for Southern Sudan Radio. The efforts of the club are supported by a group called the Girls' Education Movement, or GEM.

Suku is an active member of her school's GEM club. Together they use music, drama and dance to explain why education is important. The UNICEF-supported club gives performances around Juba, hosts a weekly programme on Juba Television and visits the local market, where they encourage working children to stay in school.

"We have to keep informing them, telling them to wake up and go for education, because education is helping us," Suku says.

In Southern Sudan, where twenty years of civil war has devastated the country and caused extreme poverty, Suku's words have special meaning. Very few girls here finish eight years of primary school. Hundreds of thousands of children do not attend school at all, while early marriage, cultural traditions and poor school facilities pose real challenges for girls.

Like many of her peers, Suku fled Southern Sudan during the war. Educated at a refugee camp in Uganda, she returned to Juba with her family after the 2005 peace agreement was signed.

Today, Suku is turning the painful experiences of the past into positive plans for the future. Already fluent in four languages, she hopes to use her GEM activities to one day become a professional journalist.

Discuss:

- What motivates Suku to do the radio show 'Children's Voices'? What is her main message?
- What did you learn about Sudan from the story? Why are so many children not attending school?
- If someone described Suku as a very *resilient, courageous child*, what would they mean by that statement? Would you agree with them? Why or why not?

RETURN FROM HAITI: UNICEF STAFFER REFLECTS ON THE CHILDREN'S EMERGENCY

By Tamar Hahn

UNICEF Regional Communication Specialist Tamar Hahn travelled to the Dominican Republic and Haiti in the first days after the 12 January earthquake. She is based at the UNICEF Regional Office in Panama.

PANAMA CITY, Panama, 28 January 2010 – After a week in Port-au-Prince immediately following the earthquake, it was time for me to return home. Entering the city had been an ordeal; leaving was just as stressful. Hundreds of Haitians were crowding the airport's entrance, pushing and cajoling the US marines posted at the gates, desperate to board one of the flights departing for Europe and North America.

But the difficulty of leaving was not just about logistics. It was more about leaving the rest of the UNICEF team on the ground behind – about realizing just how much is required to bring Haiti out of the rubble and to secure a future for children like the ones I talked to at the hospitals and makeshift camps.

The day I flew back to Panama, I faced my toughest interview. This one was not by a journalist but by my own five-year-old son, Jacob. "I saw you on TV?" he said. "What was that place where you were talking from? Who were these children you were talking about?"

EXPLAINING TRAGEDY

And so I had to explain about the hospital tent and the children I saw there: Sean, Medoshe, Baby Girl and Sandie.

Jacob asked to see photos of them (and the helicopter I took, of course). He wanted to know why they were in a hospital, where their parents were and what was going to happen to them.

How does one explain the horrific reality of Port-au-Prince to a five year old? How does one talk about homes and schools crashing down and so many people hurt and dead in a way that is even remotely palatable to a child? How to tell him of the smell of rotting bodies and piled-up garbage, the infected wounds and amputated limbs, the hundreds of people sleeping on the streets and in the parks?

FIND THE WORDS

It was hard to find the right words to translate what I had seen into language that he could understand and that would not give him nightmares. It was also hard to reconcile the reality of children in Haiti with that of my own son. His protected world full of warmth, attention, friends and toys seemed surreal compared to what I had just seen.

Or maybe it was the other way around, and it's the reality of children in Haiti that is out of sync with our vision of what childhood is supposed to be.

"Can we go visit these children?" my son asked after I showed him the photos. I told him I was not sure he would be able to go anytime soon. He was quiet for a few seconds and then said that if he couldn't go, he wanted me to go back and take some of his toys for the children I had met in Haiti. I said I could do that.

I couldn't help but think that toys would be a perfect complement to the life-saving supplies we are delivering and the protection mechanisms we are helping to set up. Jacob was sending something to help the children of Haiti regain their childhood.

FURTHER RESOURCES

CHILDREN'S STORIES ON DISASTERS

The Great,

Great Chicken War

Author: D. de la Garza
ISBN No.: 0979526604
Ages: 4 – 8

The Great, Great, Great Chicken War is a tale of conflict begun by those who are too afraid, or chicken, to address why they are fighting in the first place. The book presents a child's interpretation of how silly people can be when they fight. It was designed to help parents begin a conversation about conflict with their children. A portion of the book's profits will be donated to a charity for children who are victims of war or disaster.

Tree House in a Storm

Authors: R. Burk, R. Schneider
ISBN No.: 0916144232
Ages: 5 – 9

Kenny loved climbing trees, so much so that he built himself a tree house in a big oak tree. He and his sister spent afternoons in that tree house until one day, they were confronted with a monster of a storm. Hurricane Betsy hit their neighbourhood in New Orleans, leaving some neighbours without a home. Kenny discovers that his tree house did not survive the storm, but realizes also how lucky his family was. He makes a plan, plants an acorn and vows to someday rebuild his tree house for his children to enjoy.

The Silent Storm

Author: S. Garland
ISBN No.: 015200016X
Ages: 7 – 10

Thirteen-year-old Alyssa has not spoken since seeing her parents drown during a hurricane. Three years later, another hurricane is heading toward Galveston Island, and Alyssa is forced to deal with the death of her parents in order to save her brother and grandfather.

EDUCATIONAL RESOURCES

Canadian Red Cross, *Even Wars Have Limits*, 2010. <http://www.redcross.ca/article.asp?id=26023&tid=006>

Canadian Red Cross, *Facing Fear*, 2003. <http://www.redcross.ca/article.asp?id=9899&tid=025>

Canadian Red Cross, *Natural Disasters: Exploring the Un-natural causes of vulnerability*, 2009. <http://www.redcross.ca/article.asp?id=31494&tid=001>

IEARN, *Machinto- "Do you hear the little bird crying?" Project*. <http://media.iearn.org/projects/machinto>

Save the Children, *Learning about children affected by conflict in Sudan: A teacher's resource*, 2006.

http://www.savethechildren.org.uk/en/docs/rtf_teaching_resource.pdf

UNHCR, *Against All Odds Simulation Game*, <http://www.playagainstallodds.com/>

UNICEF, *Humanitarian Emergencies*, <http://globalclassroom.unicef.ca/pdf/humanitarian.pdf>

World Vision New Zealand, *Frontline Simulation Game*, <http://frontline.worldvision.org.nz/frontline/default.asp?login=true>

RESEARCH RESOURCES

IRIN, *Humanitarian News and Analysis*, 2010. <http://www.irinnews.org>

OCHA, *United Nations Office for the Coordination of Humanitarian Affairs*, 2010. <http://ochaonline.un.org/>

ReliefWeb, 2010. www.reliefweb.int

UNICEF, *Photo Essays*, 2010. http://www.unicef.org/photoessays/index-pe_29939.html

UNICEF, *UNICEF Canada*, 2010. <http://www.unicef.ca>

UNICEF, *UNICEF Emergency Response*, 2010. http://inside.unicefusa.org/site/PageServer?pagename=teach_what

UNICEF, *UNICEF in Emergencies*, 2010. <http://www.unicef.org/emerg/>

INTERNET SAFETY

Cybertip, *Canada's National Tipline for Reporting of the Online Sexual Exploitation of Children*, 2010.

<http://www.cybertip.ca/app/en/>

UNICEF cannot guarantee the content of recommended websites as they are subject to change. Nor should the content be understood to reflect UNICEF core values.