

WHEN DISASTER STRIKES

UNDERSTANDING HUMANITARIAN EMERGENCIES

A cross-curricular educational resource for grades 9 to 12.



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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 young people have questions and concerns about these crises. 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 youth 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 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:

- Examine children’s rights and classify articles of the United Nations Convention on the Rights of the Child
- use comprehension strategies to analyze various media texts (stories, articles, photos)
- understand factors that contribute to a population’s vulnerability to disasters
- explore personal reflections through poetry
- understand how various groups respond to disasters
- examine the complexity of a humanitarian response
- critically examine stereotypes
- participate co-operatively and productively in groups
- apply critical thinking skills to problems and issues
- explore opportunities to demonstrate active citizenship

CURRICULUM CONNECTIONS

Province	Curriculum Connections
Alberta, Nunavut & Northwest Territories	Grade 9 through 30-2 Social Studies; Grade 9 through 30-2 English Language Arts
British Columbia & Yukon	11 – 12 Communications; 9 – 12 English Language Arts; 11 Social Studies
Saskatchewan	Grade 9 through Level 30 English Language Arts; Social Studies 20
Manitoba	9 – 12 English Language Arts; 9 Social Studies; 12 World Issues
Ontario	9 – 12 English Language Arts; 10 Civics; 11 Physical Geography; 12 Canadian and World Issues; 12 World Geography
Quebec	English Language Arts I-V; Geographic Organization of the Modern World
Atlantic Canada	9 – 12 English Language Arts; World Issues 120; Global Geography 12

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 TEENAGERS ABOUT DISASTERS

Today, during catastrophic humanitarian disasters, teenagers have a wide exposure to news, discussion and visual images of the events. You can help the young people 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*)?" Be open and positive in response to their questions and concerns.
- Teenagers are beginning to view the world in more abstract and realistic ways. They understand the concepts of death, conflict and unpredictability. Discussions should be honest, but answers should be consistent with their level of understanding.
- Teenagers will be affected by your 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.
- 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. GIVE THEM ACCURATE AND APPROPRIATE INFORMATION.

- Teenagers have wide access to the news. Whether in print, via the television and radio, or online – they will have the ability to access many interpretations and discussions of the events. Bring reliable news sources into the classroom to initiate a conversation about the disaster. Also, take the opportunity to teach media literacy and critical thinking skills around concepts of bias and sensationalism in the news.
- Teens will likely discuss such events with their peers. In some cases, the conversations can produce skewed or inaccurate information. Take an interest in what teenagers are saying about the disaster amongst themselves and share truthful information to correct any misrepresentations.
- Try to balance the horrific or frightening information teenagers 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 young people of the incredible resilience of humans in the face of devastation and loss.

3. HELP THEM TAKE CONSTRUCTIVE ACTION.

One way to help young people 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 young people 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 YOUTH-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. 17) 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 (secretaries, janitors). Discuss your ideas with these staff members and ask for 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, reluctant staff may be more inclined to participate in the future. Encourage staff to contribute what they can and work from their skill set.

LESSON 1: UNDERSTANDING HUMANITARIAN EMERGENCIES

AIM

To understand what humanitarian emergencies are and that they affect the rights of children.

MATERIALS

- Blank paper, markers, masking tape
- Refer to *Teacher Resource: Word Cloud Example* (pg. 18)
- Green, red and yellow paper each cut into four pieces to form 4 x 5.5" cards (one card of each colour per student)
- Refer to *Teacher Resource: Give Your Opinion Statements* (pg. 19)
- Copies of the 2-page insert *When Disaster Strikes: A Humanitarian Emergency Response* – one per student

TASK 1: DEFINING A HUMANITARIAN EMERGENCY

List well-known examples of humanitarian emergencies on the front board (e.g. Darfur conflict in Sudan, Indian Ocean tsunami, Eastern Africa food crisis Hurricane Katrina, Haiti Earthquake). Write the question, “What do these events have in common?”

Have students think about their answer to the question quietly as they wait for class to begin. Ask for a few ideas and then explain that all of the events are examples of *humanitarian emergencies* that required a *humanitarian response*.

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.

Instruct students to think about how they would define *humanitarian emergency*. To initiate thinking, students work in pairs to brainstorm and record all of the words, images and phrases that come to mind when they think about the examples of humanitarian emergencies on the board. Also, provide the following questions to help guide their thinking:

- Do humanitarian emergencies always happen suddenly?
- Is everyone equally vulnerable to humanitarian emergencies? If not, why?
- Does it matter who knows about the event for it to be considered a humanitarian emergency?

Students select the words from the brainstormed list they feel best portrays a picture of a humanitarian emergency. Using the words, they construct a word cloud (see *Word Cloud Example*, pg. 18). Explain that the relative size of each word conveys the level of importance that word has in communicating what a humanitarian emergency is. Show the example word cloud.

Students hang their word clouds around the room and then circulate to view their peers’ work. Discuss: What similarities did you see among the word clouds? Did anything surprise you? What is a humanitarian emergency?

Share the definition provided.

TASK 2: GIVE YOUR OPINION

Hand out one marker and one green, one yellow and one red card to each student. Have students draw a happy face ☺ on the green card, a neutral face 😐 on the yellow card, and a sad face ☹ on the red card.

Read aloud the first statement (see *Give Your Opinion Statements*, pg. 19) and have students respond to the statement by holding up the card that best describes how they feel about it: green ☺ for agree, yellow 😐 for neutral or unsure, red ☹ for disagree.

Students leave their cards up and search for another student who feels the same way. They each discuss their rationale for their opinion. When both students have finished, they raise their cards again.

When it looks like most students are finished, instruct them to move about the room again and look for someone who has a different opinion. They each discuss their rationale for their opinion. When finished, they raise their cards again.

Lead a quick discussion about how students responded to the statement. Discuss: What is your opinion about this statement? Were your opinions influenced by the discussions you had? If so, how? Use the *Some ideas...* information that accompanies each statement (pg. 19) to inform your discussion.

Repeat the process for the other statements.

Homework Task: Students write a journal entry to answer the questions: Where do our attitudes and opinions about disasters come from? Where do we get most of our information about disasters?

TASK 3: EXPLORING AN EXAMPLE

Organize students into groups of three or four. Have students construct a **Know-Want-Learned** chart (see *K-W-L diagram*). Hand out one copy of the 2-page insert *When Disaster Strikes: A Humanitarian Emergency Response* to each student.

Explain that they will discuss and then record what they already know about this particular emergency in the **KNOW** column *before* reading the insert. They can use the following questions to prompt their thinking: What happened? Where and when did it happen? How were people affected?

Then they fill in the **WHAT** column with questions and points about the humanitarian emergency that they wish to learn more about. Students read the 2-page insert individually and then work together as a group to fill in the final column making note of what they **LEARNED** by reading the insert.

Any questions or topics in the **WANT** column that were not covered by the insert can be further researched by the group online. See *Further Resources* (pg. 28) for reliable online resources.

K-W-L		
What we KNOW already	What we WANT to know	What we LEARNED

LESSON 2: CHILDREN AND HUMANITARIAN EMERGENCIES

AIM

To understand how children are affected by humanitarian emergencies and why they are often so vulnerable to begin with.

MATERIALS

- Sticky notes, chart paper, scissors, markers
- Copies of *Student Handout: Your Rights* (pg. 20) – one per pair
- Copies of the 2-page insert *When Disaster Strikes: A Humanitarian Emergency Response* – one per student
- Copies of *Student Handout: Children's Rights and Emergencies* (pg. 21) – one per student
- Cut up one set of quotes from *Student Handout: Vulnerable Voices* (pg. 22)
- Copies of *Student Handout: Vulnerable Voices* (pg. 22) – one per student
- Copies of *Student Handout: Vulnerability Volcano* (pg. 23) – one per student

TASK 1: EVERY CHILD HAS RIGHTS

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

- **To survive** (e.g. nutritious food)
- **To be safe from abuse, harm and neglect** (e.g. protection from child labour)
- **To develop to their fullest potential** (e.g. education)
- **To participate fully in their community** (e.g. freedom to express your opinions)

Students create a large chart with four columns (*Survive, Be Safe, Develop, Participate*) on chart paper. They record each of their ideas on a separate sticky note. They categorize each sticky note under one of the columns on the chart paper. When they are finished, discuss some of their ideas as a class.

Discuss the difference between needs and wants (see *Needs, Wants and Child Rights* box). Students identify which (if any) items in their chart would be *wants* and remove them.

Explain that *needs* can also be considered *rights*. Discuss the definition of *child rights*. Introduce students to the United Nations Convention on the Rights of the Child (see *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 copy of *Student Handout: Your Rights* (pg. 20) and two different coloured markers to each pair. Students compare their brainstormed rights to the Convention and discuss if there is anything the Convention has missed.

Students cut out each article of the Convention to separate them. Then they classify each article under one of the four columns in their chart.

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.

Child Rights: are internationally agreed upon entitlements, standards and freedoms that ensure children's basic needs are met, that they may develop to their full potential, be safe from harm, and participate fully in their community.

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.

When students have finished this task, discuss: Did you find that the Convention was comprehensive, or has it missed some ideas? Which articles were easiest to classify? Which articles were most difficult to classify? Why?

Have students work with their partner to identify which articles they feel would be most affected during *a*) a natural disaster and *b*) a conflict. They place an asterisk (*) on the articles pertaining to scenario *a* and *b* using different coloured markers.

Discuss: Which rights would be affected or denied in both types of humanitarian emergencies? When one right is affected or denied, how does that affect other rights? How do you feel about the number and range of rights affected by humanitarian emergencies?

TASK 2: CHILDREN'S RIGHTS AND EMERGENCIES

Organize students into pairs. Hand out one copy of the 2-page insert *When Disaster Strikes: A Humanitarian Emergency Response* and one copy of the *Student Handout: Children's Rights and Emergencies* (pg. 21) to each student. Have students read the insert carefully and identify four children's rights that are being denied to the children in that emergency zone. Students record each child right as a heading on their handout.

Underneath each heading, students list one or two specific examples from the insert as to how children are being denied that particular right (e.g. examples under the heading of *Right to Education* could be *destruction of school buildings* and *loss of teachers*). Then students list one or two specific programs or interventions that are addressing those rights. Students complete the discussion questions.

Bring students back together and discuss the rights and examples the students identified. Discuss their answers to the other questions.

TASK 3: VULNERABLE VOICES

Note: This activity assumes some previous discussion of poetry-writing techniques.

Explain that children are some of the most vulnerable members of society to the effects of disasters. This activity will allow students to hear the voices of children who have been affected by humanitarian emergencies and consider what they have experienced.

Cut up the quotes on the *Student Handout: Vulnerable Voices* (pg. 22). Clear a large, open space. Organize one chair per student in a circle (for particularly large groups, have two circles). Hand out one quote to each student. They read it over quietly to themselves.

Have students sit in the circle with their eyes closed. One at a time, the students read their quotes and close their eyes again to listen to the other quotes.

Have everyone open their eyes. Go around the circle and each person says the first word that comes to mind in response to the quotes they just heard. Record these words on the front board.

Hand out one copy of the *Student Handout: Vulnerable Voices* to each student. Have them review the quotes and highlight the words or phrases that have the most impact on them. Then using the responses from the activity (words on the board) and the highlighted phrases and words from the quotes as inspiration, the students create poetry. (See an example *Disaster is...*)

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).

DISASTER IS...

Happiness is... receiving help after all is destroyed.

Survival is... risking your life to find food.

Fear is... feeling as if bullets chase you as you run.

Grief is... knowing what you've lost will never come back.

Sadness is... waiting for the moment you will die.

Disaster is... when it all happens at once.

Students can share their poems in a class poetry reading or read one aloud each morning over the announcements to raise awareness about humanitarian emergencies or build hype for a school fundraiser to support an emergency response.

TASK 4: UNDERLYING VULNERABILITY

Hand out one *Student Handout: Vulnerability Volcano* (pg. 23) to each student. Explain that they will be using the analogy of an erupting volcano to understand the relationship between the devastating effects of humanitarian emergencies and the vulnerability of the population before the emergency occurred.

The magnitude of the geophysical aftermath of a volcano (plumes of ash, magma flows) will depend upon the underlying factors beneath the earth (moving tectonic plates, stretching earth's crust) much like the devastation of a humanitarian emergency will depend largely upon the socioeconomic, political and environmental vulnerability of the population before the emergency occurs.

Draw attention to the volcano illustration. The hot lava flows and ash plumes in the sky represent the visible and devastating effects of disasters (e.g. lack of access to basic services, damaged infrastructure, increased insecurity). While the pre-existing factors beneath the volcano, like moving tectonic plates and thinning of the earth's crust, represent the underlying factors that make populations vulnerable to the effects of emergencies and ultimately influence the severity of its aftermath (e.g. poverty, environmental degradation, poor living conditions).

Students should re-examine the 2-page insert *When Disaster Strikes: A Humanitarian Emergency Response*. Individually, students identify some of the effects the disaster has had on the population and record them on their volcano diagram. Then discuss their ideas as a large group to ensure everyone has similar answers.

Next, lead a class brainstorm about all of the possible pre-existing and underlying socioeconomic, political and environmental factors that could have contributed the devastation of this particular emergency (see *Possible Pre-existing and Underlying Factors* for ideas). Students will find this challenging – be prepared to prompt them. Have them record their ideas on their volcano diagram.

After the brainstorm, have students work in groups to research five factors from the brainstormed list in depth and explain how those factors made children in that emergency zone more vulnerable to the effects of the disaster. Students should prepare a creative 5-minute presentation to convey their ideas to their peers. They should be encouraged to use drama, song and audio-visual elements to make their presentation interesting.

POSSIBLE PRE-EXISTING AND UNDERLYING FACTORS

Socioeconomic

- Illiteracy/lack of education
- Poor communication and technology
- International debt burden
- High population density
- Dependence on foreign development assistance
- Unfair trade rules (tariffs, subsidies)
- Wide gap between rich and poor
- Poor infrastructure and access to basic services
- Low tax base
- Low per capita income
- Inadequate health care and social assistance programming
- Poor housing and building codes
- Poor disaster preparedness and early detection
- High proportion of population under 18 years old

Political

- Corruption
- Poor governance
- Conflict
- Concentration of power and decision-making in urban centres

Environmental

- Climate change
- Land degradation/soil erosion due to poor farming practices and deforestation
- Harmful mining practices
- Problematic geographical location (area susceptible to hurricanes, flooding, earthquakes)

This activity was adapted from the [Natural Disasters: Facilitator Guide](#) by the Canadian Red Cross.

LESSON 3: RESPONDING TO HUMANITARIAN EMERGENCIES

AIM

To understand how humanitarian organizations and individual survivors respond to emergencies.

MATERIALS

- Cut out the photo and the caption on copies of the *Student Handout: Emergency Photo* (pg. 24) – one per group of three
- Copies of *Student Handout: UNICEF Interventions* (pg. 25) – one per group of three
- Copies of *Student Handout: Making an Appeal Assignment* (pg. 26) – one per student
- Access to computers and the Internet
- Copies of *Student Handout: An Action Plan* (pg. 27)

TASK 1: HUMAN RESILIENCE

Write the following quotes on the board, with the instructions “What are your thoughts on the connections between these quotes and the experience of living through a humanitarian emergency? Write a short response. Then develop your own quotable statement that captures the essence of your ideas.”

- “Fall seven times, stand up eight.” - Japanese Proverb
- “That which does not destroy, strengthens.” - Friedrich Nietzsche
- “Man never made any material as resilient as the human spirit.” - Bern William

HUMAN RESILIENCE: is the positive quality of character that allows humans to cope with stress and catastrophe. Resilience allows humans to rebound from crisis with resolve and a determination not to give up.

Have students work on their writing response and statement individually. Students share their response and their quotable statement with the person sitting next to them. Then share a few examples with the larger group.

Discuss: In times of disaster and crisis, much attention and commendation is given to relief agencies and emergency personnel. But it is the survivors – family members, neighbours, and friends – that have to respond first. Emergencies demand flexibility, creativity and incredible resilience from everyday people.

Discuss the concept of *human resilience*. Ask: What is it about humans that allow us to endure unimaginable stress and catastrophe? What do you think strengthens a person’s resilience? Why are some people more resilient than others?

Have students conduct research to find an example of human resilience in the face of a humanitarian emergency. See *Further Resources* (pg. 28) for reliable online resources.

Host a storytelling circle to have students share the stories they found.

TASK 2: THE HUMANITARIAN RESPONSE


Introduce students to humanitarian work by exploring various online resources (see *Online Resources* box). Have students seek out information that will help them answer these questions:

- How do humanitarian organizations, governments and UN agencies work together during emergencies?
- What are some of the most critical needs humanitarian personnel will face during emergencies?
- What are some of the obstacles humanitarian personnel will face during emergencies?

ONLINE RESOURCES

 The Sphere Project – Introduction to Humanitarian Challenges (42 min <http://www.sphereproject.org/content/view/200/217>)

 UNICEF – Humanitarian Policy and Action http://www.unicef.org/emerg/index_issues.html

 UN Office for the Coordination of Humanitarian Affairs <http://www.ochaonline.un.org>

TASK 3: UNICEF'S RESPONSE

Organize students into groups of three. Hand out one copy of the photo from the *Student Handout: Emergency Photo* (pg. 24) to each group. Have students examine the photo carefully and discuss the following questions as a group:

- What do you see in the foreground? What do you see in the background?
- What do you think is happening in the photo? What specific clues lead you to your hypothesis?
- Write a short photo caption to describe the photo.

Share some of the responses from groups.

Hand out the caption for the photo and a copy of the *Student Handout: UNICEF Interventions* (pg. 25) to each group. They read the caption and the interventions and then discuss which interventions are most important to implement first in this scenario. The students diamond rank (see *Diamond Ranking* box) the interventions and then share their ranking and their rationale with the class.

TASK 4: DIGNITY AND DISASTER

Write the following question on the board before students enter the class: *How do you define "dignity"? What words and images come to mind when you think about the concept of "dignity"?* Students think about how they would answer the questions while they wait for class to begin.

Discuss students' ideas. Use the definition provided to provoke further discussion.

Have students work individually to write a response to the following question: *Describe what "human dignity" looks like during a humanitarian emergency?* Encourage students to share their response with the class. Discuss: What are some common ideas or images we associate with human dignity during emergencies? Are these the images or stories we typically hear of in the news after a disaster occurs? Do you think the media does a good job of portraying survivors of humanitarian emergencies with dignity? Why or why not?

Have students explore a current humanitarian emergency in the news (see *A Place to Start...* box) by examining online articles. Have them determine for themselves how well the dignity of survivors is portrayed in the news. They can explore questions like: *Do you feel the media profiles stories that maintain human dignity during disasters? Discuss why or why not using examples from your research. How do stories published by international media compare to stories published by media in the affected country? Why do you think that is?* Students can convey their ideas and responses to the questions in a journal entry.

TASK 5: MAKING AN APPEAL

Note: This activity assumes prior understanding of the concept of *stereotypes*.

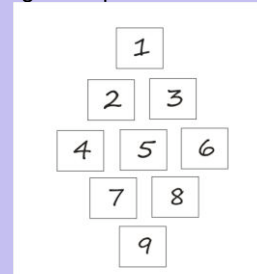
Discuss the importance of humanitarian organizations having emergency communications staff on the ground reporting from an emergency zone. (*Information can be packaged for general consumption and hopefully encourage donations, information can be sent to donors to update them of the situation and how their support is making a difference, information is hopefully more accurate and truthful rather than coming from second hand sources, lessons learned are anecdotally captured*)

Perhaps the most immediate need an emergency communications specialist supports is the *donor appeal*.

Organize students into pairs. Have each pair discuss their answer to the following questions. Then share ideas as a class.

Diamond Ranking:

Students order the interventions with the most important or top priority at the top, second priority in second place, etc. The interventions may need to be moved around until an order is agreed upon.



DIGNITY: is the state of being inherently worthy of respect and ethical treatment.

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>

Discuss:

- Describe how an appeal for donations in response to a disaster needs to make you feel in order to want to donate.
- What qualities make an appeal for donations particularly effective? What tone does the appeal take? What type of story does it tell?

Pairs share some of their ideas with the large group. Discuss: What motivates you to donate? What makes an effective appeal? Discuss donor appeals and the inherent conflict that occurs when humanitarian organizations solicit donations for their work during emergencies (see *Communicating about Emergencies* box).

Hand out one copy of *Student Handout: Making an Appeal Assignment* (pg. 26) to each pair. Discuss the common guidelines for communicating about emergencies and then review the assignment. Have students work online to find three donor appeals and then evaluate them using the guidelines. They complete the questions and then use the guidelines to design their own donor appeal about a current humanitarian emergency of their choosing.

Students form a group of four with another pair and share their appeals. Each pair evaluates the others appeal using the guidelines and includes any appropriate recommendations for improvement.

Ask: Was it difficult to design an effective appeal that adhered to the guidelines?

COMMUNICATING ABOUT EMERGENCIES

Traditionally, donor appeals for humanitarian emergencies have been more effective when they can evoke emotions, sympathy, a sense of urgency and a feeling that the situation is unjust in the potential donor. In the past, images that accompanied these appeals portrayed survivors as victims in need and despair.

The humanitarian community has struggled with the inherent tension that develops between portraying the survivors of humanitarian emergencies with dignity, while conveying the situation truthfully and in a way that will compel others to support the relief efforts. With the pace at which media is consumed today, communicators compete to get their appeal and story noticed. Sometimes imagery is used that crosses the boundaries of “dignified” – showing stereotypical images of outstretched, desperate hands waiting for help, and Western saviours rescuing the “needy” African poor – both of which perpetuate the unrealistic idea that survivors of humanitarian emergencies in the developing world are incapacitated victims just waiting for help unable or unwilling to take steps to improve their situation.

Sometimes, these types of images can be effective at raising funds. And since the immediate goal is to deliver assistance, some organizations will argue using these images is a necessary evil. Others will make the argument that to trample the dignity of the very people you are trying to assist is a short-sighted fix. This strategy does not take into account the unjust systems and structures that keep certain groups vulnerable to repeat disasters, nor does it attempt to challenge those systems by fuelling them with stereotypes. In recent decades, the humanitarian community has developed and adhered to guidelines (see the *Student Handout: Making An Appeal Assignment*) for communicating about partners and beneficiaries of their programming.

Homework Task: Students choose a donor appeal from their online or print research that they feel could be improved. They write a letter to the organization that created the appeal stating their rationale for why improvements should be made.

TASK 6: GALVANIZING SUPPORT

Show the *We Are the World 25 Official Video*. Discuss the history behind the original version of this song (see *We Are the World 25* box).

Explain to students that when a major humanitarian emergency occurs, a formal coordinated appeal for funding is often put forth by the United Nations Office for the Coordination of Humanitarian Affairs (OCHA). In March 2010, of all of the current appeals awaiting funds, Haiti was the largest appeal and had the highest percentage of required funds already pledged by donors.

Discuss the following questions:

- What is it about situations like Haiti that galvanize people's attention more so than other emergency situations?
- If we are so captivated by examples like Haiti at one moment in time, why are we so quick to divert our attention within a month or so? Why don't we continue to pay attention, especially given the relief efforts and rebuilding will continue for years to come?

We Are the World 25

On February 1, 2010, over 80 well-known artists and performers recorded a new version of the song **We Are the World** as a sign of solidarity with Haiti after it was rocked by an earthquake on January 12, 2010. The song was originally recorded to raise money for the relief efforts in Ethiopia, Africa after a major famine wreaked havoc on the country.

The world premiere of the song was aired during television coverage of the opening ceremonies of the 2010 Winter Olympic Games in Vancouver, Canada.

People wanting to support Haiti through the We Are the World Foundation, purchase the song from iTunes and a portion of the sale gets directed to charities and organizations working in Haiti.

Visit <http://wearetheworldfoundation.org/> to learn more about the project and the artists involved.

Have students choose a current humanitarian emergency that they feel is not receiving adequate media coverage. Students should write a letter to a Canadian news editor giving their rationale for why more coverage should be given.

TASK 7: OUR RESPONSE

After learning about humanitarian emergencies and the effects they have, hopefully students will want to contribute to preventing and responding to humanitarian emergencies. Use the *Student Handout: An Action Plan* (pg. 27) to help students plan an action in response to what they have learned. They can work individually, in groups, or with school clubs or councils.

Help them explore their interests before choosing an angle. For example, perhaps they are especially interested in the connection between climate change and natural disasters. They could choose to develop an education campaign about the connection between the two or an advocacy campaign encouraging behavioural changes that would mitigate climate change.

Whatever the action plan, the process will develop global citizenship skills and compassion among students.

STAFF REFLECTION ACTIVITY

AIM

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

MATERIALS

- Copies of the section *Talking to Teenagers about Disasters* (pg. 6) – one per staff member
- Chart paper, markers, sticky notes

TASK 1: TALKING TO TEENAGERS ABOUT HUMANITARIAN EMERGENCIES

- Hand out copies of the *Talking to Teenagers about Disasters* (pg. 6) section of this guide. Have staff read the information and then discuss it in small groups. Some discussion starters:
- What has been your experience with communicating to youth about disasters?
- How do you feel about addressing these types of events in your classroom?
- Which aspects of disasters are hardest to convey to young people? Why?
- In what creative ways have you addressed disasters with your students?
- In what ways have you connected learning about disasters with curriculum expectations?

TASK 2: OBSTACLES AND ENABLERS

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

- Many young people 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?



TEACHER RESOURCE: GIVE YOUR OPINION STATEMENTS

STATEMENT 1

Natural disasters don't discriminate between victims. Everyone is equally vulnerable.

Some ideas...

When it comes to natural disasters, some areas and people are more vulnerable than others. Although, these disasters are caused by natural events, geographic and environmental conditions (e.g. living on a floodplain) as well as, political, economic and social conditions (e.g. poverty, population density) will ultimately leave some populations more likely to experience these disasters and to suffer greater devastation when they occur. The human suffering caused by natural disasters is most profoundly felt in developing countries, particularly poverty-stricken nations that lack the resources to cope with their aftermath. Countries with a low Human Development Index ranking suffer higher mortality rates from disasters.

STATEMENT 2

A country devastated by a humanitarian emergency should rely more on its domestic resources for the emergency response, than international assistance.

Some ideas...

By definition, humanitarian emergencies occur when a population's capacity to respond is overwhelmed by a natural disaster or human-made crisis. Therefore, it is often necessary for the affected population to rely on support from outside the affected area. It is true that some countries will be better positioned (because of access to resources, government and military capacities, etc.) to respond during a humanitarian emergency than others. However, underreported is the fact that in many humanitarian emergencies, a significant portion of the response comes from within that country. Organizations like UNICEF, work with various local partners during an emergency response. These partnerships with national governments, domestic Non-Governmental Organizations (NGO) and community groups, and the local staff of UNICEF and other United Nations (UN) agencies are crucial to ensure the best possible delivery of humanitarian assistance. Local knowledge is usually stronger, more readily available, and more cost-effective than international personnel, although international specialists are sometimes needed in times of particular crisis.

STATEMENT 3

The best option for orphans of devastating humanitarian emergencies is an overseas adoption to get out of the crisis zone.

Some ideas...

For humanitarian organizations that protect the rights of children, removing them from their home and cultural surroundings is a last resort. Every attempt is made to reunite unaccompanied children in humanitarian emergencies with their parents, and if they have been orphaned, registration and tracing programs are exhausted to find other family members before adoption would be considered.

STATEMENT 4

Journalists and communicators should use whatever images and stories necessary to bring as much attention as possible to humanitarian crises.

Some ideas...

Most communications professionals in humanitarian emergencies subscribe to general guidelines when communicating stories and images of people in crisis. These guidelines uphold basic human rights and ensure communicators offer dignified portrayals of survivors as active participants not helpless victims. However, sometimes stories become biased in favor of evoking an emotional response in the reader so that attention and hype over the situation is sustained long enough to collect much needed donations and offerings of support. These stories don't get much time in the spotlight before fickle media consumers move on.

STATEMENT 5

The best way to help a humanitarian response is to donate needed goods (e.g. food, clothing).

Some ideas...

When humanitarian crises arise, most humanitarian organizations will request undesignated monetary donations as they offer the most flexible options. Monetary donations allow the organization to purchase needed goods in the affected country, thereby supporting the local economy. These types of donations ensure that the goods purchased are the most needed items. Collected goods from overseas, although well-intentioned, are often cost-prohibitive to organize, transport and distribute.

STUDENT HANDOUT: YOUR RIGHTS

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

Article 1 & 2

Everyone under 18 has these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or a girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3

All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 4

The government has a responsibility to make sure your rights are protected.

Article 5

Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

Article 6

You have the right to be alive.

Article 7

You have the right to a legally registered name and nationality (to belong to a country).

Article 8

You have the right to an identity – an official record of who you are. No one should take this away from you.

Article 9

You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

Article 10

If you live in a different country than your parents do, you have the right to be together in the same place.

Article 11

You have the right to be protected from kidnapping.

Article 12

You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13

You have the right to find out things and share what you think with others unless it harms or offends other people.

Article 14

You have the right to choose your own religion and beliefs. Your parents should

help you decide what is right and wrong, and what is best for you.

Article 15

You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 16

You have the right to privacy.

Article 17

You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources.

Article 18

You have the right to be raised by your parent(s) if possible.

Article 19

You have the right to be protected from being hurt and mistreated, in body or mind.

Article 20

You have the right to special care and help if you cannot live with your parents.

Article 21

You have the right to care and protection if you are adopted or in foster care.

Article 22

You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

Article 23

You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 24

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment and information to help you stay well.

Article 25

If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

Article 26

You have the right to help from the government if you are poor or in need.

Article 27

You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so

that you can't do many of the things other kids do.

Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 30

You have the right to practice your own culture, language and religion – or any you choose. Minority and indigenous groups need special protection of this right.

Article 31

You have the right to play and rest.

Article 32

You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

Article 33

You have the right to protection from harmful drugs and from the drug trade.

Article 34*

You have the right to be free from sexual abuse.

Article 35

No one is allowed to kidnap or sell you.

Article 36

You have the right to protection from any kind of exploitation (being taken advantage of).

Article 37

No one is allowed to punish you in a cruel or harmful way.

Article 38

You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

Article 39

You have the right to help if you've been hurt, neglected or badly treated.

Article 40

You have the right to legal help and fair treatment in a justice system that respects your rights.

STUDENT HANDOUT: CHILDREN'S RIGHTS AND EMERGENCIES

INSTRUCTIONS:

1. Read the *When Disaster Strikes: A Humanitarian Emergency Response* 2-page insert.
2. Identify four children's rights denied to some children as a result of this emergency. Record each right as the heading in the charts below.
3. Identify examples of how each right is being denied. For example, the *right to education* is being denied due to the *destruction of school buildings and loss of teachers*. Record the examples in each chart below.
4. Identify examples of interventions or programming being undertaken to address these needs of children. Record the examples in each chart below.
5. Answer the discussion questions. Record your answers on the back of this sheet

RIGHT

EXAMPLES

INTERVENTIONS

RIGHT

EXAMPLES

INTERVENTIONS

RIGHT

EXAMPLES

INTERVENTIONS

RIGHT

EXAMPLES

INTERVENTIONS

DISCUSSION QUESTIONS:

1. How will these children be affected over the long-term if these rights continue to be denied?
2. How were children in this region vulnerable to these rights violations, even before the emergency occurred?
3. What steps need to be taken to protect the rights of these children in the future?
4. Whose responsibility is it to protect the rights of these children?



STUDENT HANDOUT: VULNERABLE VOICES*

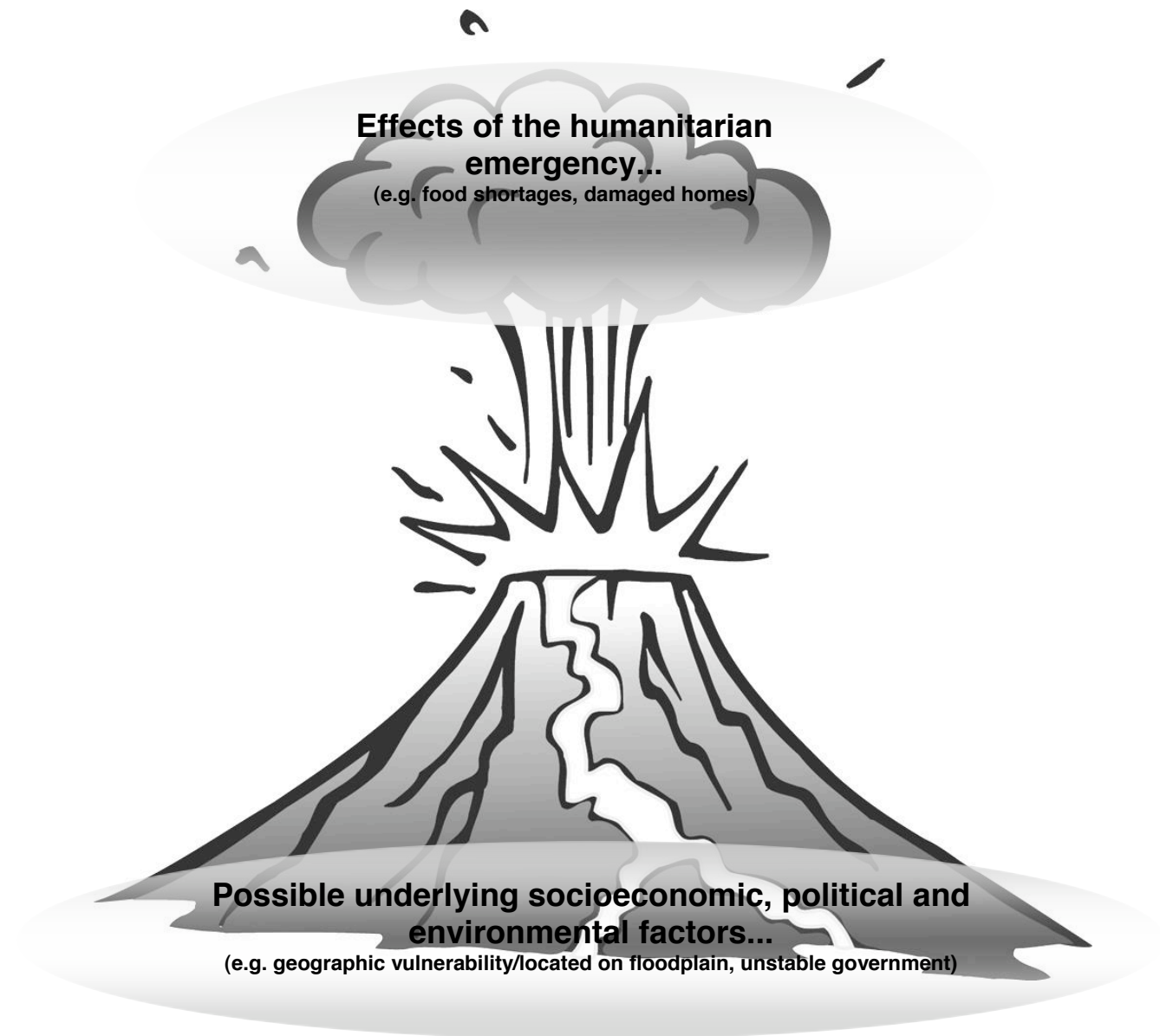
<p><i>"It is very difficult to live in war. You just wait for the moment you will die."</i></p> <p>– Sanel, age 12, Bosnia and Herzegovina</p>	<p><i>"You spend many years building up a home, and then, in one moment, it is destroyed."</i></p> <p>– Aygun, age 17, Azerbaijan</p>
<p><i>"They (in the government) just do not care about us. Even if they did, I guess they do not have the money to help."</i></p> <p>– Young man, 15, Sierra Leone</p>	<p><i>"When conflict broke out in our community, we fled our homes and it felt like the bullets were chasing us through the woods."</i></p> <p>– Young woman, 17, Philippines</p>
<p><i>"There was no food and water. People had to risk their lives to find food."</i></p> <p>– Young man, age not specified, Sierra Leone</p>	<p><i>"We are getting sick from the sun [due to lack of proper shelter] and we have no shoes."</i></p> <p>– Girl, 13, Sri Lanka</p>
<p><i>"We feel and understand what's happening, so we want to do something to change it."</i></p> <p>– Age and sex not specified, Indonesia</p>	<p><i>"I miss school and my friend Wilmar. I don't know what happened to him. I want to go back to school soon."</i></p> <p>– Jerome, 7, Philippines</p>
<p><i>"We have all lost a part of our life, and it will never come back."</i></p> <p>– Young man, 18, Burundi</p>	<p><i>"Why do we have to be punished?"</i></p> <p>– Girl, 14, Occupied Palestinian Territory</p>
<p><i>"Armed conflict [may be] finished, but we still have other types of wars – poverty, illiteracy, unemployment, youth delinquency and many more."</i></p> <p>– Young man, 16, Angola</p>	<p><i>"Everything is gone. I was supposed to write exams this year and all my papers are gone. My school is destroyed. My dormitory is destroyed. So I'm happy to receive everything I've been given."</i></p> <p>– Anne, 16, Haiti</p>
<p><i>"How do you feel if your parents are suddenly taken away to the wild salty sea and you never see them again? How do you feel if your sister's or brother's body is found dead behind the rubble of your house? How do you feel if you lost your cousins, grandpas, grandmas, your friends, your teachers and all the people that you like? And it all happened in one morning?"</i></p> <p>– Nisaa, 9, Indonesia</p>	<p><i>"What do you want most right now?"</i> <i>"I want to go to school."</i> <i>"Were you in school before the quake?"</i> <i>"No. But I want to go now"</i> <i>"Why?"</i> <i>"Because my country is broke and I want to fix it."</i></p> <p>– Marie-Ange, 11, Haiti</p>
<p><i>"I was depressed after the tsunami about losing my house and seeing my parents lose their jobs."</i></p> <p>– Songklod, 14, Thailand</p>	<p><i>"Sometimes I get a little mad with my brothers and sister, but really, I'm so glad that we've found each other again."</i></p> <p>– Nishanthini, 12, Sri Lanka</p>

<p><i>“By giving high priority to the rights of children, to their survival and to their protection and development, we serve the best interest of all humanity.”</i></p> <p>-- UNICEF</p>	<p><i>“It is estimated that during each of the next 10 years, 175 million children are likely to be affected by climate-related disasters alone.”</i></p> <p>-- UNICEF</p>
<p><i>“More than 2 million children have died as a result of armed conflict in the last decade alone. Most of those who die in wartime do not die as a direct result of violence but from the loss of basic health services, food, safe water or adequate sanitation.”</i></p> <p>-- UNICEF</p>	<p><i>“We collected some food, medicine, clothing and additional things and went to Pothuville [south-eastern coast of Sri Lanka] and distributed these among the people. We didn’t think we are Sinhalese helping Tamils or Muslims. We didn’t think of race or religion. We just helped people.”</i></p> <p>-- Prabhath C., 19, Sri Lanka</p>
<p><i>“There is no task more important than building a world in which all of our children can grow up to realize their full potential, in health, peace and dignity.”</i></p> <p>-- Kofi-Annan, Former Secretary General of the UN</p>	<p><i>“We agree that we have destroyed this country. And it is us – the young people – that should be empowered to rebuild our communities... It can’t be the NGOs that do all the work for us. It has to be us.”</i></p> <p>-- Young man, 18, Liberia</p>
<p><i>“We are always under pressure and really this is not a kind of life that any human being should live.”</i></p> <p>-- Young woman, Occupied Palestinian Territory</p>	<p><i>“Young people and children should start to see themselves as responsible for their own destinies.”</i></p> <p>-- Young man, 23, Nigeria</p>
<p><i>“There are no trees to play under and no playground to go to.”</i></p> <p>-- Girl, 10, Sri Lanka</p>	<p><i>“Poverty is the worst form of violence.”</i></p> <p>-- Mahatma Gandhi</p>
<p><i>“We are the future and people should be aware of that. Right now, we are inheriting a very unstable world.”</i></p> <p>-- Young woman, 16, Colombia</p>	<p><i>“We fled our homes without bringing anything. When we went back to our house, all of our possessions were gone.”</i></p> <p>-- Young man, 17, Philippines</p>
<p><i>“My house was completely damaged. I do not have the courage to go back and live there again, let alone to swim in the sea, although I’ve heard some tourists already do. I’m afraid that such a terrible thing might happen again.”</i></p> <p>-- Ing, 11, Thailand</p>	<p><i>“We the children should raise our voices so more people listen to us. Some kids like me have the passion, but we just don’t know how to do it.”</i></p> <p>-- Boy, 14, Democratic People’s Republic of Korea</p>

*The above are all non-fiction accounts from the following UNICEF documents: *Will You Listen: Young Voices from Conflict Zones*; *Voices of Hope: Adolescents and the Tsunami*; various UNICEF press releases.

STUDENT HANDOUT: VULNERABILITY VOLCANO

Use the erupting volcano analogy to help you think about the relationship between the devastating effects humanitarian emergencies can have and the vulnerability of the population before the emergency occurred. The magnitude of the geophysical aftermath of a volcano (plumes of ash, magma flows) will depend upon the underlying factors beneath the earth (moving tectonic plates, stretching earth's crust) much like the devastation of a humanitarian emergency will depend largely upon the socioeconomic, political and environmental vulnerability of the population before the emergency occurs. Label the illustration below with the effects of a specific humanitarian emergency and the possible underlying socioeconomic, political and environmental factors that could have made the population vulnerable to those effects.



STUDENT HANDOUT: EMERGENCY PHOTO

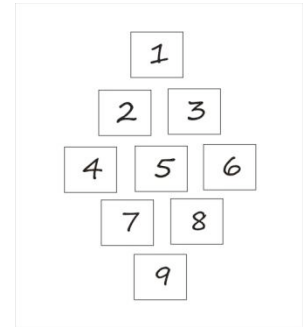


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Two soldiers stand guard as a girl carrying an infant walks past a barbed-wire fence on her way to a UNICEF-assisted shelter in the village of Lamit near the northern town of Kitgum, Uganda. She is a 'night commuter' seeking to escape LRA abduction or attack. The LRA, or Lord's Resistance Army, has been forcibly abducting children in the northern districts of Uganda since 1986. Children are forcibly recruited into the rebel force as combatants, sex slaves and porters. Some children have opted to become 'night commuters' – abandoning their homes and villages each night to seek shelter in relatively safe urban centres. At the time this photo was taken, the conflict had displaced 1.4 million people, more than 80 per cent of whom were children and women. Heightened insecurity was hampering relief efforts for affected populations, who faced food shortages and lack of access to basic services (like water and sanitation). Uganda has had great success in reducing HIV prevalence, nevertheless, at the time of the photo, millions of children had been orphaned by AIDS and the epidemic persisted, especially in the conflict-affected areas.

STUDENT HANDOUT: UNICEF INTERVENTIONS

The following are some of the possible interventions that UNICEF uses to respond to humanitarian emergencies. Diamond rank the nine interventions based on which ones are most important to do first in order to best address the Uganda scenario. Arrange the nine interventions in a diamond formation (see diagram) with the most important intervention to start with in position 1, the second most important in position 2, etc. Reaching a consensus with your group will require discussion and may require rearranging the order more than once before coming to agreement.



Temporary Schooling

School-in-a-box kits provide basic school supplies, while school tents offer shelter to set up temporary primary schooling for displaced children. The routine of school helps restore a sense of normalcy to children's lives.

Child Friendly Spaces

Child-friendly spaces offer unaccompanied children a safe place to seek trauma counselling, find protection from exploitation, abuse or trafficking, and play with other children.

Family Reunification

The registration of unaccompanied children and tracing programs focus on reuniting children with their families. Temporary safe shelter and basic hygiene supplies are provided for children without other family members to rely on.

Nutrition and Feeding Programs

Where malnutrition is a concern, fortified foods and nutritional supplements are provided to help restore the health of children. Nutritional counseling is provided for family members caring for malnourished children.

Safe Water

Water purification and hygiene kits, water pumps, well repair kits and water tanks help families with limited or no access to safe water gain access and properly wash and disinfect their household items.

Vaccination Programs

Vaccines against common childhood diseases like measles, diphtheria and whooping cough provide protection for children, especially those living in densely populated areas where the risk of disease is much greater.

Safe Shelter and Family Kits

The loss of shelter in emergencies leaves families vulnerable to environmental elements and to insecurity. Safe shelter is provided to displaced families in the form of blankets, tarpaulins, mosquito nets, and tents.

Basic Sanitation

Sanitation facilities are built in accessible areas where displaced persons can access them safely. Families are provided with soap, hygiene supplies and basic hygiene information to prevent the spread of disease and illness.

HIV and AIDS Programming

Voluntary HIV testing, psychosocial and medical counseling and anti-retroviral therapy (to prevent mother-to-child transmission of HIV) all support children who become more vulnerable to HIV during emergencies.

MAKING AN APPEAL ASSIGNMENT

When disaster strikes, humanitarian organizations are all faced with the same dilemma – how to capture the sympathies and hearts of potential donors around the world with powerful images, while not breaking self-imposed rules of portraying survivors with dignity. There is precious little time to raise funds before the short attention span of news media will move onto another story.

Over the last few decades, humanitarian organizations have made improvements to how they communicate about the beneficiaries of their programming. In most cases, organizations adhere to standards and ethics that guide their communications. Some common communication guidelines are outlined below.

ASSIGNMENT

In this assignment, you will examine one donor appeal from three different humanitarian organizations. You may choose which organizations and appeals to examine, but the appeals **must** be for humanitarian emergencies. You will find the appeals usually linked to from the organization’s main page. Look for words like “Emergency Alert”, “Donate to an Emergency”, and “Support Our Work”. Some organizations to check out are: *Doctors Without Borders, Red Cross, Save the Children, UNICEF, World Vision.*

You will examine each appeal using the checklist of guidelines below. Be sure to examine the photos, videos and text included with the appeal for donations, against the guidelines. Then answer the following questions on the back of this sheet:

- Which of the three appeals evokes the most emotion from you? Explain why.
- Which appeal would be most likely to cause you to donate? Why?
- What (if any) stereotypes about the survivors of these emergencies can be inferred from these appeals?
- If an appeal violates the guidelines below, but works well to solicit donations – is it right to use it? Why or why not?

When you are finished answering the questions, work together to design your own appeal. Choose a current or past humanitarian emergency and design a half-page appeal that adheres to the guidelines.

	DONOR APPEAL (organization, emergency)		
GUIDELINES: Checkmark the guidelines that each appeal adheres to.			
Show people in active roles. <i>Don't portray survivors as passive victims. The period of shock often passes quickly and survivors get to work bettering their situation – show this truth.</i>			
Avoid stereotypes. <i>Avoid cliché stereotypes that perpetuate misunderstandings. For example, avoid outstretched black hands waiting for help from white benevolent saviours or children with distended bellies holding empty bowls. These types of images only perpetuate colonial stereotypes of incapable survivors waiting for help from their Western saviours.</i>			
Include the context. <i>Include details about the situation, where it occurred, when, who is being affected and how. Give the truthful story behind the photo.</i>			
Show local people helping local people. <i>Most times the help people receive during disasters is from their neighbours, friends and family or from local relief workers. Avoid showing only photos where support is coming only from international or foreign personnel.</i>			
Give only accurate information. <i>Don't embellish details, change place names or information to make the image more evocative.</i>			

Making an Appeal Guidelines adapted from British Red Cross Tips for Best-Practice Use of Pictures in Fundraising Appeals.

STUDENT HANDOUT: AN ACTION PLAN

When planning to take action on an issue that concerns you, it is best to be organized and determined in your approach. You will encounter obstacles along the way and will be required to problem solve as you go. But having a plan can help keep progress towards your goal on track. Be sure to evaluate how you are doing as you go along *and* after you have completed your project.

What are you concerned about? Describe the **issue** that you would like to address:

What would you like to achieve by taking action? What **goal** will you work towards to address your issue of concern?

Now that you have identified a goal, develop an **action plan** to achieve it. Identify activities you will undertake to achieve your goal, resources and support you will need to do those activities, potential obstacles you may run into and how to overcome them, and a timeline for when you would like to see each activity complete.

Activities Towards Achieving the Goal	Resources/Support Needed to Execute Each Activity	Potential Obstacles and Ideas to Overcome Them	Deadline/Timeline to Complete Each Activity

How will you know whether or not you have been successful? Describe some indicators of success for each activity you have planned.

Activity	Indicators of Success	Activity	Indicators of Success
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



FURTHER RESOURCES

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, *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/>

MULTIMEDIA RESOURCES

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

YouTube, *UNICEF Channel*, 2010. <http://www.youtube.com/user/unicef>

UNICEF, *UNICEF Podcast*, 2010. http://www.unicef.org/videoaudio/video_podcast.html

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.