

CHRISTMAS JUMPER DAY



Save the Children

Educational Guide

DOSSIER: WHAT DO YOU KNOW A

Here is the Christmas Jumper Day 2021 educational guide, a pedagogical tool to use in the classroom with your students. It will help you to raise awareness and work on educating students about values, and it will turn the school day into a more comprehensive educational and solidarity project.

Christmas Jumper Day 2021

Christmas is a good time to reflect and remember values such as solidarity, generosity, unity, joy and peace. It is a time to value what is meaningful in life over what is superficial and material. But we can't forget that this period is also about celebrating and having a good time, so with the following proposed activities we can combine both elements: solidarity and fun.

While it is true that, in our society, Christmas seems to be dominated by consumerism and adorned with lights and colours, in other parts of the world, children do not experience it the same way. They cannot think about gifts because the main concern of their families is food, health or safety. A contrast that we want to help you to work on with the following activities around Christmas Jumper Day.



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ABOUT THE HORN OF AFRICA?

Ethiopia is a world power...

in athletics: Abebe Bikila won the marathon at the Rome Olympic Games in 1960, becoming the first Ethiopian athlete and the first African to win an Olympic gold medal.”



In the mid 1970s,

the remains of a hominid, **Australopithecus afarensis** – the famous Lucy, more than three million years old – were discovered in the Afar region of Ethiopia.

Somalia is said to be

a **nation of poets:** they have developed an oral tradition of poetry and storytelling that has been passed down through the generations.”



The Kenyan Wangari Maathai

was the first African woman to win the Nobel Peace Prize.

These are just a few facts about the region that will receive the funds you'll raise with the Christmas Jumper Day. Below, we will tell you about a few of the region's geographic, climatic and social aspects so you can better understand why the children who live there need all our support.

WHERE IS THE HORN OF AFRICA?

Due to its characteristic shape, the eastern part of the African continent is known as the Horn of Africa. Eritrea, Ethiopia, Somalia, Djibouti, Kenya, Sudan, South Sudan and Uganda are the countries that make up this region. The area's geographical situation has increased its strategic importance, since many maritime commercial and oil routes run along the region's coast. All of this leads to armed conflict and great socio-political instability in some areas.

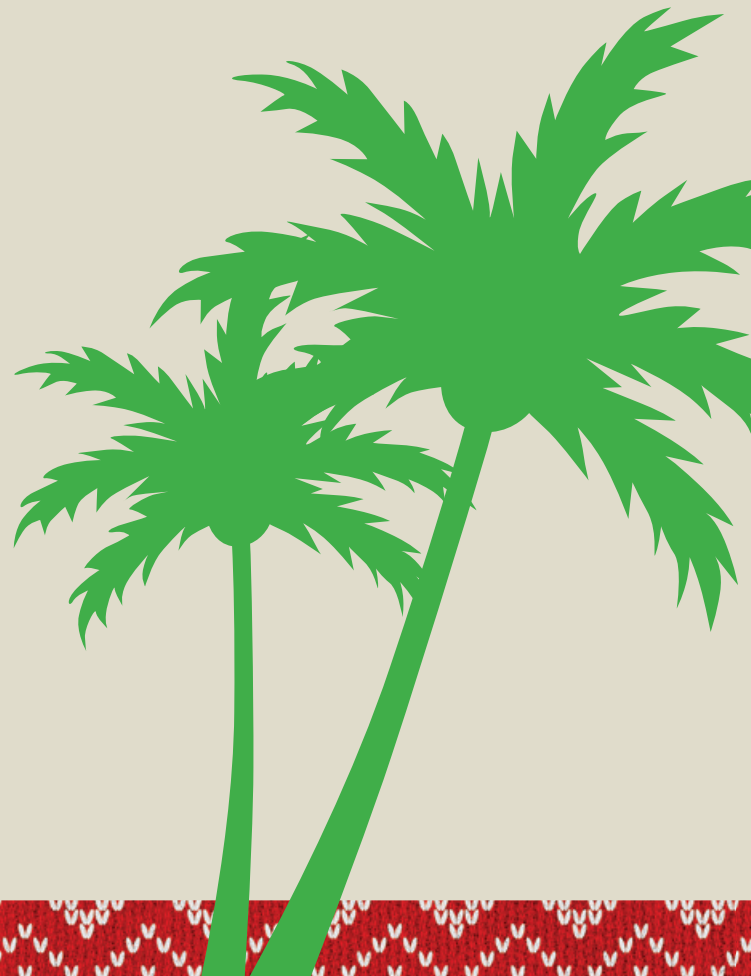


HOW MANY PEOPLE LIVE THERE?

Ethiopia is the second most populated country in Africa, with around one hundred million inhabitants, second only to Nigeria. This figure also represents 80% of the population of the Horn of Africa, which is a very large region where the population density is very low.

WHAT KIND OF CLIMATE DO THEY HAVE?

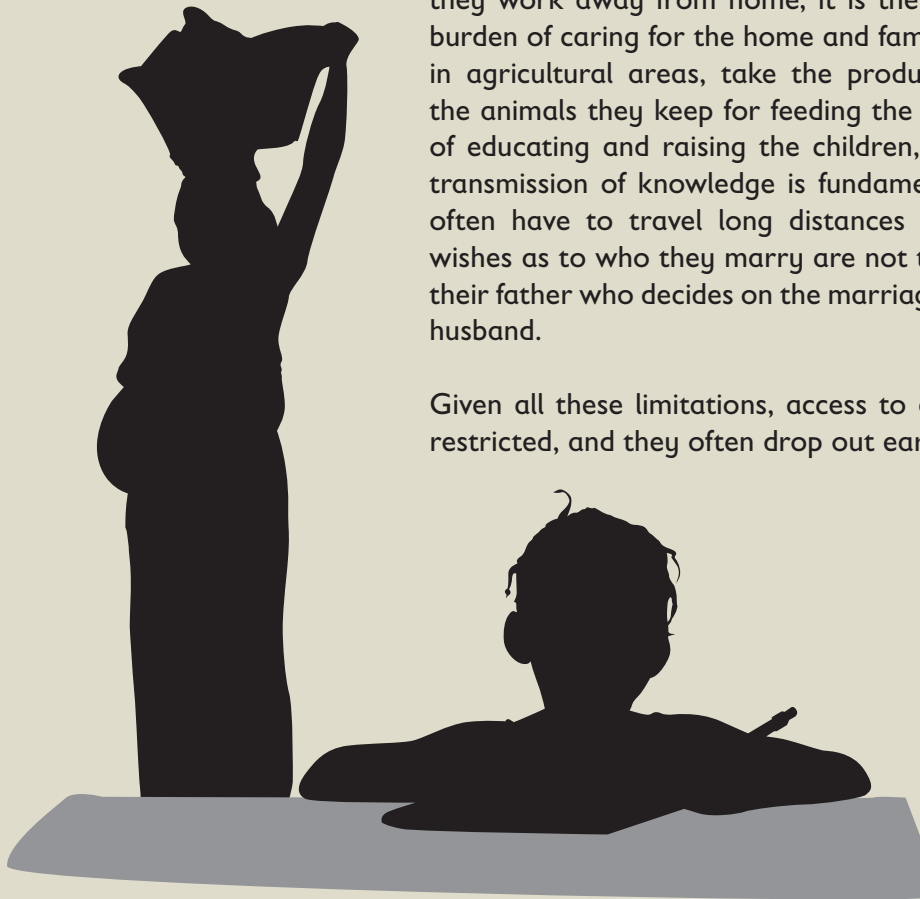
The climate of these countries, which is mostly tropical and arid, has a great influence over the inhabitants' lives. Since most of the area is desert with very low rainfall, what little agriculture they have and their livestock are seriously affected in times of drought. To compare the rainfall there with Spain, the only similar places would be Almeria and Las Palmas de Gran Canaria.



HOW IS SOCIETY ORGANIZED?

Society is divided into ethnic groups, which are in turn organized into patriarchal clans. There are even groups that are still nomadic, travelling with their herds in search of water and food. Men are responsible for reporting to the community leader and they work away from home; it is the women who take on the burden of caring for the home and family: they tend to the crops in agricultural areas, take the produce to market, look after the animals they keep for feeding the family and they take care of educating and raising the children, in places where the oral transmission of knowledge is fundamental. Not only that, they often have to travel long distances to fetch water. Women's wishes as to who they marry are not taken into account, as it is their father who decides on the marriage together with the future husband.

Given all these limitations, access to education for girls is very restricted, and they often drop out early.



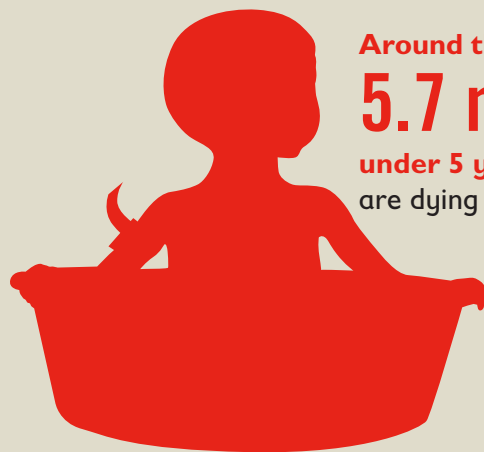
WHY DO THEY NEED US IN THE HORN OF AFRICA?

Though it is an area with great human potential, as a result of the catastrophic consequences of malnutrition, millions of children are unable to even dream of a future in which they might become teachers, doctors, poets, scientists or athletes.

The extreme poverty they live in, due to famine caused by cyclical droughts and warfare (all of which has now been worsened by the COVID-19 pandemic), positions them among the poorest countries in the Human Development Index. In this region, an estimated 13 million people are in urgent need of humanitarian aid.



WE ARE FACING THE GREATEST GLOBAL FOOD CRISIS OF THE 21ST CENTURY



Around the world, there are

5.7 million children

under 5 years of age who are dying of starvation.

WHY IS HAVING FOOD NOT ENOUGH TO GUARANTEE SURVIVAL?

- 1 Making sure children have enough nutritious food to eat is essential to prevent long-term damage. Hunger is the body's way of signalling that it is running out of food and needs energy.
- 2 Constant and frequent hunger can lead to malnutrition, which is the result of the insufficient intake of nutritious food and repeated infectious diseases.
- 3 Malnutrition produces results such as being too short for one's age, being extremely thin for one's height, and vitamin and mineral deficiencies. It may also cause nutritional oedema, characterized by swollen feet, face, and extremities.
- 4 Severe acute malnutrition is a leading cause of death in children under five, and its prevention and treatment are critical to children's survival and development. These deaths can be as a direct result of malnutrition itself, or the indirect result of childhood diseases such as diarrhoea and pneumonia, from which malnourished children are unable to recover.



CAN MALNUTRITION BE CURED?

The consequence of chronic malnutrition is stunting, which is the inability to grow physically and cognitively, and usually lasts **the person's entire life**.

Over the short term, children with severe acute malnutrition require urgent life-saving treatment. Thanks to the development of **ready-to-use** therapeutic foods (**Plumpy Nut**), prospects have improved considerably.

This treatment for severe acute malnutrition represents the last chance to save the lives of thousands of children, but it is no substitute for promoting fair access to nutritious food, ending poverty and supporting other interventions that can prevent malnutrition before it starts.

Community health workers can detect cases of severe acute malnutrition early by measuring the **mid-upper arm circumference (MUAC)**, and provide medical care.

As a result of these interventions:

- survival rates and treatment for many more children are improved
- communities with little aid can manage the treatment themselves
- it is cheaper than hospital treatment



Ending acute malnutrition is a social and a political challenge. Prevention and long-term solutions call for a commitment by the international and local community to promote sustainable changes with regard to access to health treatment, feeding practices and the provision of water and sanitation.

In the case of girls, we found that progress in ensuring access to sexual and reproductive health and rights is at risk due to an increase in organized attacks on the rights of women and girls. Forty-seven million women and girls will lose access to modern contraception, resulting in seven million more unintended pregnancies. Many of these will be high-risk teen pregnancies.

PLUMPY NUT

Plumpy nut is a high-energy paste fortified with micronutrients that is used for treating children under five suffering from severe acute malnutrition. It does not need to be cooked or prepared before eating, thus making it a practical solution in places where cooking facilities and fuel are limited. It means that children can be treated in their own homes and communities.

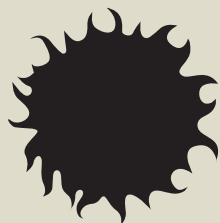


CHILD SURVIVAL NOWADAYS IS MORE AT RISK THAN EVER BEFORE

WHY IS THERE MORE STARVATION NOW THAN BEFORE?

One year on since the beginning of the COVID-19 health crisis, and **we are still experiencing armed conflicts and the consequences of climate crises**. Children around the world are facing a crisis of their own, one which affects them much more directly. While most of the population is being vaccinated against the Coronavirus to regain their normal lives, millions of children are starving. Famine levels were already at record levels before the pandemic and they are now threatening to increase exponentially.

Two of the main instigators behind this trend are climate change and warfare, while over the past year the COVID-19 virus has been added to this list. These global problems require strong commitment from world leaders in order to combat them effectively.



1. Climate change

The increase in temperature is causing greater intensity and frequency of extreme weather phenomena (storms, fires, floods, droughts, etc.). These natural disasters have tripled in recent years.



Floods destroy crops, as do high temperatures. Many people in some of the poorest regions of the world depend on agriculture for their survival, and the lack of rainfall impacts on their food production systems and reduces the nutritional value of their produce.



The countries in the Horn of Africa used to experience one year of severe drought every ten years, but in the last decade alone they have suffered at least three.

The countries of the Horn of Africa

have experienced at least three
severe droughts in the last decade.

2. Warfare

More than 60% of the world's hungriest people live in war zones, and the worst food crises are caused by warfare.

Wars uproot families, destroy economies, ruin infrastructures and hinder agricultural production. Today, **82.4 million people have been displaced from their homes**, more than at any other time in history.

Children living in war zones are more than twice as likely to be undernourished than children living in a peaceful environment, and four out of five stunted children now live in war-affected countries.



More than 82.4 million people
have been displaced from their homes



3. Covid-19

Humanitarian aid has also been affected by the consequences of COVID-19, with the number of people suffering from severe starvation estimated to have doubled to now reach hundreds of millions.

As a result of factories closing down, food prices have skyrocketed and food prices have become unaffordable for millions of people. Late starts in the agricultural season and restrictions on travelling to work have resulted in below-average harvests in many countries and regions.

Hundreds of millions of jobs have been lost due to quarantining, travel restrictions and other confinement measures. Losses in income are expected to have a devastating impact on the poorest and most vulnerable communities.

Similarly, due to the economic impacts of the pandemic, the figures for child marriages are expected to rise dramatically. This means that an additional 2.5 million girls will be at risk of forced marriage over the next five years.

School closures due to the global health crisis have had a major impact on many children's access to sufficient food. At the beginning of 2021, school meals represented the main source of daily nutrition for 370 million children. Today, 40% of these school food programs have been shut down.

This harsh blow to schools and education, as always, has had a serious impact on girls: the risk of violence, food and financial insecurity has increased for them, and up to a million additional teenage pregnancies are expected.



40%
of school malnutrition
programs have been
closed down

THERE IS NO VACCINE FOR STARVATION BUT THERE IS A SOLUTION IF WE ACT NOW

OUR RESPONSE

Our response to the food crises aims to save lives and prevent widespread starvation over the short term, while implementing long-term solutions and more resilient systems for future crises. Our work is based on these three fundamental pillars:



Maintaining essential health and nutrition services

- Free access for the entire population to essential health and nutrition services such as malnutrition treatment and vaccination programmes.
- Providing protection and support for community health workers.



Protecting, promoting and supporting breastfeeding and complementary feeding for infants and young children

- Early start, exclusive breastfeeding and continuing breastfeeding beyond six months, together with complementary feeding all saves lives and protects against many infections.



Protecting families' access to nutritious food, including means of livelihood

- Rapid action to protect food security and livelihood (agriculture and livestock).
- Ensure access to healthy, nutritious food by supporting the worst-affected families and communities.
- Income support and social protection measures to prevent families from going hungry, such as cash transfers and teaching mothers about nutritious eating habits.



Protecting the ones who are most vulnerable: girls. At Save the Children we set up programmes and campaigns to address the growing risk of gender-based violence against girls

- Including forced marriage, supporting girls' right to education, health and empowerment to enable them to participate in decision-making from the grassroots to the global level.





ACTIVITIES: CHRISTMAS JUMPER

Solidarity is a fundamental value, and supporting justice and dignity improves our own lives and those of others.

In today's society, children and adolescents need to be aware and think and act for their own and other people's well-being. When the educational community comes together to work for a common cause, it conveys the idea of using personal responsibility and involvement to improve the world.



R DAY 2021

The objectives

- To give meaning to Christmas by promoting student participation in Christmas Jumper Day.
- Working together to defend the fundamental rights of children, supporting the fight against malnutrition, one of the causes of child mortality.

The skills

- Creativity and expression
- Empathy and understanding
- Group work and collaboration
- Participation



ACTIVITY 1: “A THOUSAND AND ONE REASONS TO PARTICIPATE”

EXPLANATION

This Christmas we are going to support the children who live in the Horn of Africa. In this area of the world they have important needs in order to survive. They need food, medicines, schools, good treatment, etc. They were born in a place where drought, conflicts and now the COVID-19 pandemic cause a complete lack of life's essentials, situations of malnutrition that no one should live.

We invite you to take part in a challenge: take out your old wool jumper to recycle it and turn it into your Christmas Jumper! The variety, diversity and creativity of our Christmas jumpers will be the symbol of a thousand reasons to support this important cause.

This Christmas all the classmates dressed together in their Christmas jumpers will take a group photograph, and print it. It will become the Christmas greeting card of our school community; teachers, families, students, municipality, they all support the initiative, because we have reasons to celebrate a different Christmas.

3-6 PRESCHOOL

A group picture will be taken to send Christmas greetings to the families. The teacher will ask the parents, a few days before, for an old woollen jumper.

The teacher will have prepared and cut out Christmas figures in coloured felt and Christmas motifs that will be distributed around the classroom (Christmas trees, stars, Christmas balls, Christmas ribbons, etc., at least three figures per participant) and will invite the group to select items to decorate their jumper.

Once the Christmas Jumper is completed, we will start the photo session where together and following the teacher's instructions they will send their support to other girls and boys in the Horn of Africa (for example, we look towards heaven to wish a healthy life to boys and girls, we make a mountain of wishes with our right hand, we are a tree that gives fruits of well-being to boys and girls, we are a sun that gives light and warmth, we send greetings to get to know each other, hugs...).

The teacher chooses a picture that symbolizes the group's support for Christmas, and prints it as a Christmas card to send Christmas wishes to the families..

6-12

PRIMARY YEARS

The teacher proposes taking a group picture that will serve as support and at the same time bring Christmas greetings to our families. Participants will be asked to bring an old woollen jumper and Christmas decorations. On the day of creation, models of Christmas figures will be prepared to cut out in coloured felt (Christmas trees, stars, Christmas balls, ribbons...) to stick and/or sew onto the jumper.

The photographs taken will show support for other girls and boys in the Horn of Africa, with murals, small banners, explanatory leaflets "e.g. this Christmas there are a thousand and one reasons to support...".

The group agrees and chooses a photograph that symbolizes the group's support, the teacher prints the photograph as a Christmas card to send Christmas wishes to the families. The families can even copy it.

+12

SECONDARY YEARS

The teacher proposes taking a group picture and/or video that will be used to send Christmas greetings to our families and at the same time to support an important cause this Christmas. Participants will be asked to bring an old wool jumper and Christmas decorations to create a Christmas jumper... and inspire their creativity.

The video and/or photo session has to convey support to other girls and boys in the Horn of Africa, (for example: a mural with the location map, small banners, explanatory leaflets... that reflect the thousand and one reasons to end child malnutrition...).

A photograph and/or video is chosen by agreement to symbolize the group's support. It is printed to send as a Christmas card to the families, and families can even copy it to post on social networks if appropriate.

YOU NEED

Old wool sweater (*jumper*), Christmas decorations, coloured felt, coloured fabrics, scissors, glue, cut out figures in felt and fabric, printed photographs, cardboard, sheets of paper, markers, velcro, telephone, camera or video camera.



ACTIVITY 2: “A SPECIAL CHRISTMAS TREE”

EXPLANATION

The Christmas experienced by families in the Horn of Africa is very different from ours; in this region many families have been displaced from their homes due to conflicts and poverty. Families have been separated and forced to change their lives. In the Horn of Africa, at Christmas, climate change continues to have an impact, floods and severe droughts affect agriculture, creating hunger and malnutrition in children and insecurity and violence. This Christmas, as throughout the year, COVID-19 has hit the already vulnerable the hardest, with the number of severely hungry people doubling.

Christmas highlights the different and contrasting realities that exist in the world. We propose to symbolize in a group Christmas tree aspects of these times that embrace another vision of the world, a vision of greater balance and exchange.

3-6

PRESCHOOL

We made a Christmas tree with recycled cardboard: it will be “the tree of unity”. We look in old magazines for boys and girls from different parts of the world, animals from different parts of the world, houses from different parts of the world, food from different parts of the world (some days before we collected magazines for this purpose), etc. We cut out all these diverse images, we laminate them and try to match them together. We thread them on a string, a ribbon and as an ornament, we hang them on the tree and we invite people to participate in a shared Christmas as part of our Christmas tree.

6-12

PRIMARY YEARS

We make a Christmas tree with recycled cardboard: it will be “the tree of what is important”. We invite you to think about and discover what we want for all the world’s children, we look for images in old magazines collected in advance, we cut out important words and decorate... we add creativity and consistency by gluing it on cardboard or recycled card, we thread a string or ribbon and we hang it, building the group tree.

+12

SECONDARY YEARS

We make a Christmas tree with recycled cardboard: it will be “the tree of change”. It will reflect everything we want to change in order to achieve a well-cared for world, a world that takes good care of everyone, especially children in the Horn of Africa.

The teacher makes working groups of five participants per group and tells them to think about and discuss a list that completes 5 sentences:

1. We want to change _____
to achieve a world that is well cared for and takes good care of everyone.

2. We want to change _____
to achieve a world that is well cared for and takes good care of everyone.

3. We want to change _____
to achieve a world that is well cared for and takes good care of everyone.

4. We want to change _____
to achieve a world that is well cared for and takes good care of everyone.

5. We want to change _____
to achieve a world that is well cared for and takes good care of everyone.

Each participant chooses a phrase to reflect on, to decorate in a Christmassy way and hang on the group tree.

YOU NEED

Recycled cardboard, old magazines, card and recycled paper, glue, scissors, wool, string, ribbons, markers, glitter, paint, etc.

The classrooms should interact to get to know the various trees created.

ACTIVITY 3: “CHRISTMAS CAROLS FOR SOLIDARITY”

EXPLANATION

Solidarity has always been a key value of the school environment. Coexistence, commitment and citizenship are key components of the school, an essential part of fostering the support and growth of children.

The Horn of Africa is a region in a state of emergency. There are food shortages, high rates of malnutrition in children under five, global problems of conflict, climate change and health crises that require global commitment.

The girls and boys in the Horn of Africa, in the future, want to be teachers, doctors, poets, scientists, athletes, etc. They need support and commitment from both their own and the global community to achieve this.

We know that language creates reality and that is why this Christmas we invite you to create Christmas carols that bring our best wishes to the children in the Horn of Africa. We use carols as an instrument of oral transmission for change and improvement.

We will perform Christmas concerts in schools in support of Save the Children’s projects in the Horn of Africa (you can offer to contribute to the school with a symbolic entrance fee).

3-6

PRESCHOOL

The teacher selects a traditional carol, catchy and adapted to the age of the participants, chooses the chorus, e.g. “Jingle bells, jingle bells, jingle all the way, oh what fun it is to ride In a one horse open sleigh” and practices with the group. Later, the teacher spontaneously creates with the group simple phrases that support the improvement of children in the Horn of Africa, for example: “we want them to have food, we want them to have water, we want them to have peace, we want them to be healthy”.

And we combine both parts to present to the audience, each participant can say a wish phrase and combine it with finishing the phrase with the chorus sung by the whole group. Each participant can express the wishes and finish with the repetition of the chorus several times.

6-12

PRIMARY YEARS

The class is divided into groups of 3 participants to carry out the activity of chained words to support the idea of life with dignity for children in the Horn of Africa. Each group says a word and jumps to the next group to chain another one, it is written on the blackboard, on continuous paper... Ex: Feelings - Sleep - Parents - Security... we get to think about the needs of girls and boys.

Later, they share Christmas carols and choose a chorus (e.g. "Silent Night"...; "Jingle Bells"...; "O Holy Night"...).

The teacher suggests making a performance based on the choruses of Christmas carols, where the activity begins with the singing of the chorus and can be stopped intentionally to explain words, phrases about the need to support children in the Horn of Africa (e.g.: "Jingle bells, jingle bells, jingle all the way, oh what fun it is to ride In a one horse open sleigh" is sung and then we continue explaining to the classmates that other children also deserve to have fun, and to do so we need "to alleviate malnutrition", "to achieve a future for girls and boys who want to be teachers, doctors, poets, scientists, athletes" etc.).

+12

SECONDARY YEARS

The teacher sets up working groups of five participants in the classroom and proposes the following tasks: choose the chorus of a Christmas carol, make rhymes that defend the rights of children in the Horn of Africa and combine both to create a production and perform it in the classroom.

After performing the creations of the different groups in the classroom, each group chooses an aspect that stands out from what they have shared, which they would like to keep. They combine it with the others to make a joint creation for the whole group or class.

YOU NEED

To find traditional carols, pens, paper, markers, a whiteboard and an assembly hall.



**Survive.
Learn.
Protection.**



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