



DOSSIER
HOW TO ACT IN
EMERGENCIES
2024-25



**Save the
Children**

In this dossier for 2024/25 we want you to get a better understanding of the term emergency and how children and adolescents are the most vulnerable victims. Not only is it important to act quickly, but to also anticipate the catastrophic consequences of emergencies.

We cannot predict when an earthquake or conflict will occur. We can, however, be prepared through our Emergency Fund. For which we need everyone's help.

In addition to this dossier, you will find explanatory videos of many of the concepts that appear here, as well as educational materials, in stages, that will help you to deepen your understanding of this reality in the classroom.



savethechildren.es/centros-educativos/materiales-didacticos/charla-emergencias



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WELCOME!

Thank you for joining yet another course of solidarity activities in schools.

Two decades have already passed side by side taking part in actions of solidarity and raising awareness. Thanks to you, thousands of students have been made aware of other realities different from their own, making them the voice for those most vulnerable.

The ever-changing world that we live in does seem to have one constant: there are more and more emergencies affecting communities, and children and adolescents are the first victims.

The consequences of climate change mean longer droughts, torrential rain causing intense floods and ever earlier hurricane seasons. These situations can lead to what we call **climate emergency**.

There are also emergencies related to war and conflict, in which children not only suffer physical violence and risk of death. The loss of caretakers, the uncertain displacement to a safer place and even the loss of family members are just some of the issues that affect the physical and psychological wellbeing of children.

At Save the Children, with your help, we aim to work quickly in the face of an emergency in order to minimize consequences that affect families, ensuring that children have the necessary tools overcome these situations. **The following pages show how we work in different situations and the importance of our Emergency Fund to protect the most vulnerable children.**





CHILDREN'S RIGHTS IN AN EMERGENCY CONTEXT

Children's rights are especially vulnerable in emergency contexts, and these can range from natural disasters or armed conflict, to epidemics, forced displacement and other disasters that significantly disrupt the normal life of communities.

It is critical to ensure that all emergency responses are inclusive and leave no child behind, and that there are sufficient financial and material resources for their protection and well-being.

THESE ARE THEIR FUNDAMENTAL RIGHTS

To guarantee these rights, rapid assessments of specific needs and risks must be carried out and appropriate interventions designed. Cooperation between governments, international organizations, NGOs and local communities is crucial for a coordinated and effective response.

Right to Life, Survival and Development

Access to basic services. Children have the right to essential services such as food, clean water, medical care and sanitation, even in emergency situations.

Right to Education

Educational continuity. It must be ensured that children can continue their education, whether through the rebuilding of damaged schools, the creation of temporary learning spaces, or the use of educational technologies in a safe learning environment.

Right to Protection

Protection against military recruitment. Children should not be recruited or used in armed conflict, and they must be provided with psychosocial support to help them overcome trauma and stress.

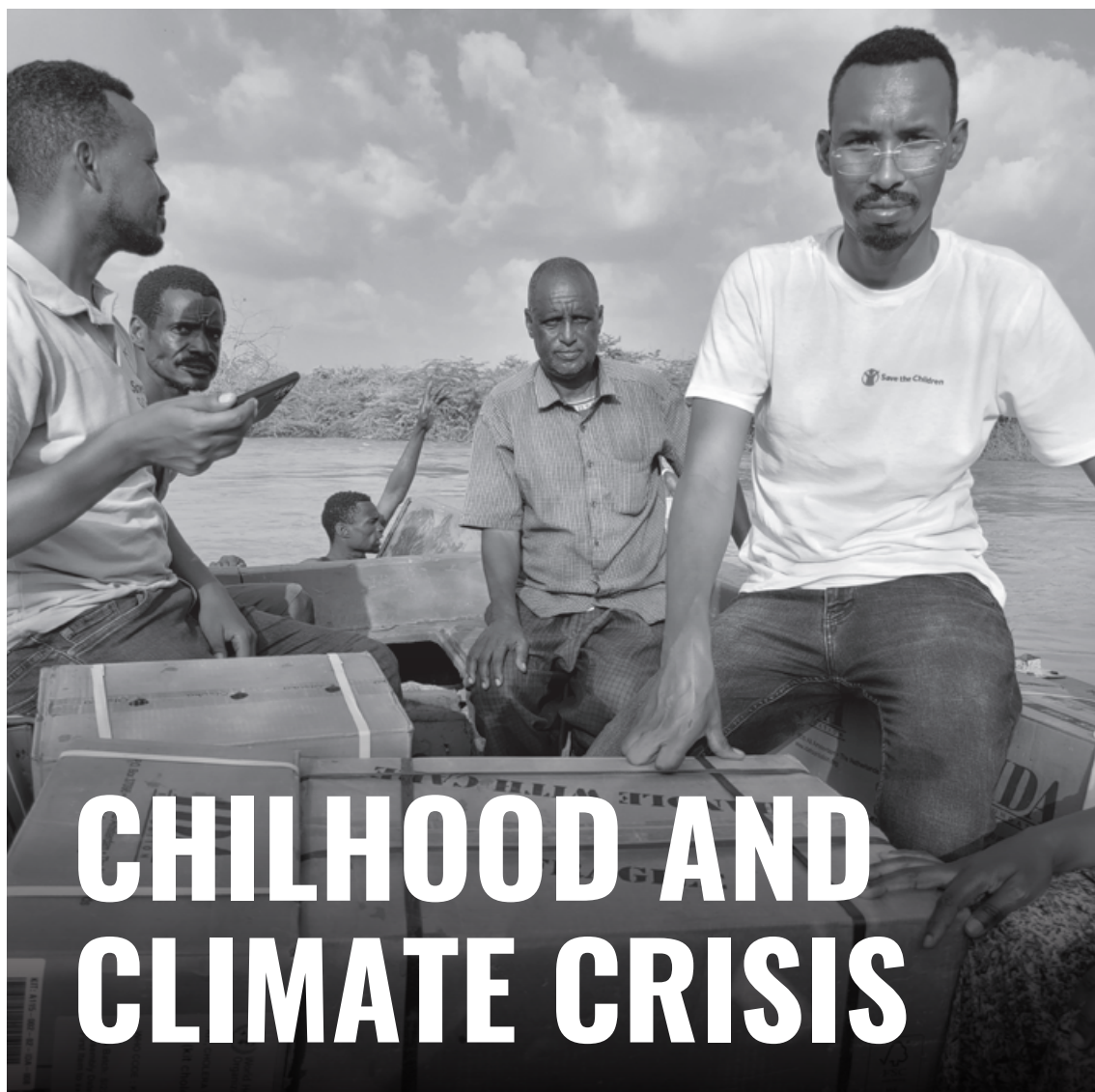
Right to Identity

Birth registration. Ensuring that all children are registered at birth, even in situations of displacement or emergency, is crucial to guaranteeing their identity and access to services and protection.

Right to Participation

Listen to the voice of children. Children should have the opportunity to express their views on decisions that affect them and to participate in the planning and implementation of emergency programs.

Save the Children's Emergency Fund makes financial resources available to support rapid assessment, effective coordination and the fulfillment of children's rights from the outset.



CHILDHOOD AND CLIMATE CRISIS

CLIMATE EMERGENCY

"The story of one family I met has stuck with me. The father, Muktar Abdi, faced a heartbreaking and impossible decision when floodwaters swept through his village. Should he flee to safety with two of his sons who were on the farm with him? Or try to find his wife and eldest son, who were in the village exposed to the rising waters? Worse yet, what could he save from his home as the floodwaters approached? The food reserves? His precious cows that he depended on for a living? The farm itself? With our emergency fund we were able to ensure that families in similar situations could rebuild their lives after the disaster."

Abdirizak Ahmed, Area Director in Ethiopia (pictured).

INEQUALITY, POVERTY AND DISPLACEMENT IN THE HORN OF AFRICA

The number of climate-related disasters has increased dramatically in recent years, and millions of people are expected to be displaced in southern and eastern Africa. The climate crisis is creating even more inequality, poverty and displacement in East Africa. It is killing people, forcing them from their homes and ruining children's chances of a future.

In Ethiopia, Somalia and the rest of the countries in the Horn of Africa, scientific evidence directly links the drought of recent years to climate change. This drought has destroyed the livelihoods of families engaged in agriculture or pastoralism. The climatic trend is for the dry season to be longer and the rainy season to be shorter, which will change the ecosystem. **As a result, the survival of children born in the region will become increasingly difficult to ensure.**

Over the past year, Save the Children has had to activate teams to respond to emergencies related to climatic or seismic disasters on an almost weekly basis. Children are living in an increasingly extreme climate in an increasingly unequal world.





CHILDHOOD AND VIOLENCE FROM WAR

CONFLICT EMERGENCY

*"We packed several times and were prevented from leaving several times. Each time I packed, I changed what was inside and each time it was more practical. When we were finally able to escape, we packed all our food, took matches and candles, medicine and water. We also took documents and jewelry (in case we needed to sell them), our dogs' bowls and our favorite mugs, utensils for cooking on a campfire, and a tent in case we had to live with the dogs if we didn't find shelter quickly. I'm so proud to work for **Save the Children**, knowing that we are there to help with everything families forget and, more importantly, what doesn't fit in a suitcase."*

Olga Shults, Head of Food Security and Livelihoods in Ukraine.

WARS THAT TAKE LIVES: FROM UKRAINE TO THE DEMOCRATIC REPUBLIC OF THE CONGO

When war breaks out, children see their future opportunities jeopardized because their rights take second place. In addition to the danger associated with the conflict itself, they stop going to school because it is not safe, and they stop playing with their friends, with detrimental effects on their mental health. The adults in the family may lose their jobs due to economic instability, so food will become increasingly worse and more difficult. In some cases, they will run away from home, becoming refugees without knowing if they will ever return home.

One in five children in the world lives in the midst of war or has fled it. The figures of the last few months are shocking, with the increase in violence in Sudan, the attacks on children in the Gaza Strip, or the war in countries such as Syria or Ukraine, with no end in sight.

Save the Children has been operating in Ukraine since 2014 with the most vulnerable children. More than two years ago we mobilized to help the children there without imagining that the nightmare would spread with no clear end in sight. From the very first moment we accompanied the children of Ukraine and their families. **More than two million people have received our help in the form of shelter, food, protection, healthcare, and educational and psychological support.**

No child should have to live with the uncertainty of war, with their parents on the front lines, their home destroyed, their school under fire and their life in constant danger. That is the harsh reality facing children in Ukraine, a reality that will stretch for years to come and leave its aftermath for decades to come.

The Democratic Republic of Congo faces one of the world's worst humanitarian crises, and children are paying the highest price. Violence threatens their lives, forces them from their homes, and turns their schools and playgrounds into battlefields. In addition, they are left extremely vulnerable to recruitment by armed forces and exposed to abduction and sexual violence.

The African country is also suffering the severe impacts of the climate crisis, with more frequent and severe weather events, such as droughts and floods that devastate crops and increase the risk of disease outbreaks.

While adults try to impose their reason by force, millions of children suffer the consequences, which is why Save the Children's humanitarian response cannot stop for a second.



HOW WE ACT IN EMERGENCIES

When there is an emergency, Save the Children provides what doesn't fit inside a suitcase, as the most important thing is guaranteeing the protection and security of children affected. We also act in a preventative manner and after the emergency in question disappears from the media spotlight.



BEFORE

We give communities tools to prepare for droughts; we reinforce homes and schools if flooding is expected; we vaccinate children against the most common diseases; and we improve early warning systems.

DURING

We provide life-saving help:

- Food
- Cash
- Drinking water
- Refuge
- Medicines
- Blankets
- Clothing
- Toiletries

AFTER

We stay as long as it takes to help children recover. We provide education and psychological support through safe spaces, as well as health care and family reunification where appropriate.

WHAT IS THE SAVE THE CHILDREN EMERGENCY FUND?

Worldwide, more than 40 million children have lost their homes, their safe spaces, to war or natural disasters. Children have suffered one crisis after another. From the terrible war in the Gaza Strip, the ongoing wars in Ukraine and Yemen to the earthquakes in Syria and Turkey or the global food crisis: children are living in a constant state of emergency.

The Emergency Fund enables us to be prepared, respond faster and protect children and their families for longer when humanitarian disasters strike, providing them with safety, education, shelter, healthcare and protection.

Throughout these pages you have seen that children in an emergency are the most vulnerable, but they are also incredibly strong and with the necessary support, they are capable of overcoming the most devastating of situations.

Our work has never been so difficult or dangerous, but we are stronger than ever and thanks to your support through solidarity activities we can provide them with food, basic necessities, medical assistance, shelter, education and protection. We can make sure that the Rights of the Child are fulfilled even in an emergency context.



JUSTICE, EQUALITY AND DIGNITY IN PARTICIPATORY PROCESSES FOR THE CLASSROOM

The didactic material proposed below brings students closer to the realities of the world and facilitates participatory processes in favour of justice, equality and dignity.

Previously to the solidarity activity, you can work the reality of the children in the classroom through the videos on our website.



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DIDACTICAL PROPOSALS OBJECTIVES

- To raise awareness about the situation of children who suffer an emergency and its consequences.
- To awaken positive attitudes, which are crucial to improve life in general and especially the life of defenseless children.
- To facilitate participation in favour of equality and the future for children.

METHODOLOGICAL DIDACTICAL PROPOSALS

At the design time, there are three methodological processes are taken into account according to the curricular learning of the educational levels:

KNOWING: a process of listening and understanding information.

REFLECT: a process of assimilation in order to draw individual and group conclusions.

PARTICIPATE: a process of responsible collective action in favour of children's rights.



PRE-SCHOOL EDUCATION 2ND CYCLE



A SHELTER-IN-PLACE

Safety is essential for children in an emergency situation. In order to bring this concept to your students, we propose to build a shelter in the classroom.

They will think about who they would invite to the shelter. In this way, they will be familiar with other realities and seek the same equality for the rest of children.

What you need

Recycled material (egg cartons, trays...), fabrics, brushes, paints, markers, stickers, glue, coloured paper, wool, cord, string, punch, staplers...

Explanation

- **Invite children to build a shelter together (5 min.)**

The teacher explains that we all need a shelter to feel safe and secure. A place protected from the cold, the heat, the fear, the noise. A place to feel safe with those we love.

- **Q&A session (10 min.)**

We gather in a circle and the teacher asks: 'Who would we invite to our shelter?' Children respond spontaneously, and ends the round by explaining that she would invite children who have been looking for many years for a quiet shelter and a school. A place where they can feel safe and secure and continue to learn and play because they can no longer be at home because there has been a flood or a war near their homes.

- **We start the shelter (25 min.)**

The teacher prepares paints, paper and stickers to give colour to the cartons, eggs, recycled trays... all the recycled material that can be used.

The teacher will join the decorated materials with wool or string to form the roof.

Later, fabric (in strips, as a curtain...) is attached to the roof and hung from it, giving shape to the walls.

This is just a suggestion, but they can build a simpler shelter with a tent and then decorate it.

- **We feel our shelter (10 min.)**

Once the shelter is finished, the teacher explains that it will be used to cover up whenever we need to feel good and loved. We will get to know the shelter together singing, dancing, listening, crawling and smiling. It will help us to know the importance of feeling safe.

Save the Children builds shelters. Safe Spaces where children can regain that security.

Suggestions

As a pre-activity task, we invite families to bring recycled material trays, egg cartons... and unused fabrics.

The time used in the different phases of the activity is approximative. It can be more or less time according to the teacher's criteria and the age of the participants.

Open-ended questions

How many children do you feel safe and secure ? What do you need to feel safe and secure ? Do we know any children who do not feel safe? Why?



PRIMARY EDUCATION 6-9 YEARS OLD



PAINT YULIA'S EMOTION

We propose that your pupils get to know through a short story the dreams and feelings of a little girl who has had to leave her home because of the war. Then, reflect Yulia's feelings and dreams in vignettes or murals with drawings. At the end, discuss the dreams.

What you need

Yulia's story, continuous feed paper, markers and paints.

Explanation

- **Telling the story (10 min.)**

Yulia is 8 years old and lives with her family in Kharkov. She loves animals and has a dream of becoming a veterinarian. However, for weeks now, the mermaids wake her up at night and she is afraid. Her older sister told her that these mermaids were used to scare the monsters away so she wouldn't be so afraid of the sound. They live on the fifth floor and they have to go downstairs to the basement every time the siren goes off. As the days went by, they spent more time there than at home, where they only went upstairs to cook. Yulia would like to go back to school to see her friends. Now she can only play with her older sister because there are no children of the same age in their building.

One day, their mother told them that they had to leave their home and everything they knew behind because it was no longer safe to live there. They took the basic needs: first aid kit, documents, some clothes... They filled the car with everything they could carry.

«I dream of my room, my toys, nothing is like before. I feel lost. I feel like I've lost everything».

- **Paint the story (25 min.)**

The teacher organizes working groups to make 'vignette murals' on continuous feed paper. On each mural, a sentence from Yulia's story is written.

She distributes the murals and leaves material to draw. Each group rotates around the murals and has five minutes to reflect Yulia's feelings in their drawings.

- **Discuss Yulia's dreams and what each group would take away with them if they had to leave their home quickly (15 min.)**

The teacher asks the group if Yulia and other children have to fulfill their dream of the future and why. The answers can also be written down on the murals.



Suggestions

The teacher structures the classroom according to age. The murals are organized according to the age of the participants in order to choose the phrases for the vignettes and the method of drawing (free drawing, drawing in groups, etc.).

The video about children leaving home and arriving at another school in a different country can help to further explore the emotions involved in these situations.



By the end

We explain the solidarity activity. We hand out the card and explain the importance of looking for sponsors to help financially so that children like Yulia have the opportunity to go to school and survive.

PRIMARY EDUCATION 9-12 YEARS OLD



WHAT WOULD YOU TAKE WITH YOU?

The aim is that participants, through a structured interview, learn about some aspects of the realities of children who have had to flee their homes . That interview helps to put oneself in different perspectives; refugee and journalist. By the end, it is important to exchange views and feelings about the experience.

What you need

Interview, sheets of paper and pens.

Explanation

- **Teacher explanation (5 min.)**

The teacher explains that there can be different situations in which families have to leave their homes: a flood, an extreme drought, a war. For example, the war in Ukraine started 2 years ago and in Syria it has been going on for more than 13 years. In these emergency situations, there is not much time to put in a backpack or suitcase everything you want to take with you. There is uncertainty, fear, worry and you have to leave behind many things, not only material things, but also friends, family, security, school, etc.



- **Mutual interviews (15 min.)**

For 7 minutes, one member of the pair will take on the role of an interviewer and the other of a child refugee displaced due to a war or a flood or other natural disaster. After seven minutes they change the role. When they have to be the interviewees, they can choose a name and a country of origin. The teacher hands out the interview script:

1. What is your name?
2. How old are you?
3. How long ago did you leave your country?
4. What did you think when your parents told you that you had to pack only one backpack with your stuff?
5. What did you put in that backpack? What did you have to leave behind?
6. Have you been hosted by a country or are you living in a refugee camp?
7. What would you have liked to be when you grew?
8. What was your home like before the war?
9. What was your school like?
10. How does it feel to be a refugee?

- **Round table (10 min.)**

After the interviews we begin an exchange of opinions where we share how we have felt as refugees, and as interviewers. What have we discovered? Do you think you have put yourself a little in the shoes of a refugee child? Why do you think it is difficult to put yourself in their shoes?

Suggestions

Before the activity, you can watch Save the Children videos about the reality of refugee children to contextualize and understand the need to help through solidarity action.



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By the end

We explain the solidarity activity, we hand out the card and explain the importance of seeking sponsors to help financially so that children have opportunities to survive and continue with their education.

SECONDARY EDUCATION 12-16 YEARS OLD



WAR: A BOTTOMLESS PIT OF DOOM

We hope that participants meet different people who influence the life of a refugee child through their story. Working groups think about the qualities of people who contribute to improving the lives of others, and reflect on the need to support the dignity of children.

What you need

Radi's story, sheets of paper, pens, paper, poster board and markers.

Explanation

- **Radi's story (5 min.)**

The teacher tells the story of Radi, a Syrian refugee boy: 'Radi is twelve years old when he flees Syria alone and arrives in Berlin. No one knows what he has experienced in his flight across the Mediterranean, nor his losses'.

Radi finds himself all alone in Berlin when Otto and Dorothea take him into the house they shared with other elders and take care of him. Day by day he learns the language, the customs of the new family and to adapt to the school. But it is the great connection and friendship with Berto (a 50-year-old teacher), Humberta (an 11-year-old classmate) and Oswaldo (a 65-year-old man) who help him to coexist with his fears. Little by little, he learns to trust the people who welcome him in his shared home and school.

- **Thinking and noting qualities (15 min.)**

The teacher makes six working groups. Each group is given a name of the people who make up Radi's new story (Otto, Dorothea, Berto, Humberta, Oswaldo and Radi). Then they discuss the character for 7 minutes and write down on a piece of paper the qualities they think this unknown friend has.

- **We share qualities (10 min.)**

After working in groups, we share the qualities of people who contribute to improving the lives of others and support life with dignity in the world (we collect the qualities on a mural). The teacher explains the reason for participating in Save the Children's solidarity activity is to valorize these qualities in order to defend Children's Rights.

Suggestions

You can watch the following short film about children who suffer in an emergency situation. It is a fictional story, but based on the experiences of thousands of children.



By the end

We explain the solidarity activity, we hand out the runner's card and explain the importance of seeking sponsors to help financially so that children who are suffering an emergency have opportunities to go to school and survive.



MUCH MORE ON THE WEB



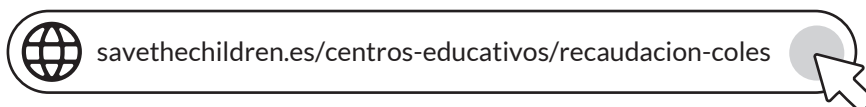
We would like to end this didactic dossier by reiterating our thanks for promoting Save the Children's solidarity activities in your center. Emergencies are becoming more and more frequent, for one reason or another, but what is certain is that the childhood comes out worst in all cases.

Thanks to your support we can respond faster and help those who have lost everything to regain their hope for a better future for a longer period of time.

FAQ AND BANK ACCOUNT NUMBERS

On our website you will have access to frequently asked questions about our organization and our activities. There you will find **the bank account numbers**. **As soon as you deposit your solidarity fundraising** we will send you a receipt and a certificate of appreciation to share with your educational community.

I already have my collection. So what 's next?



STUDENT ACTIVISM: A WAY TO ADVOCATE FOR CHILDREN'S RIGHTS

At Save the Children we defend the protagonist;
the student body. A childhood that mobilizes to
change the world is a childhood educated in values
of empathy, sustainability and solidarity.

Thank you for being the loudspeaker for the
children who suffer the most.



**IF YOU MOVE,
THE WORLD MOVES TOO**



Save the Children