



TAKE CARE TOOLKIT ANNEX



Save the Children



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ANNEX A: SUGGESTED SESSION PLANS



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The Take Care Workshops – A Framework

The workshop sessions are split into three sections: discovery, investigation and sharing. The workshops should be delivered in sequential order but are essentially frameworks that can be tailored to suit the interests and needs of the group (e.g. invitations to external speakers to address the group).

Each workshop is comprised of activities followed by a mandatory 10-minute reflection period in which participants complete their reflection journals. Through participating in the workshops, children will:

- be informed about – and understand – their rights: they will have the confidence to use their voice to directly advocate to decision-makers
- increase their understanding of risks, hazards, vulnerability and resilience: they will identify and action what they and others can do in response to the identified risk
- map all people involved in an emergency and what their roles are: they will identify gaps that they can fill and define their own roles
- produce their own risk registers and emergency plans for school, their home and their community: they will highlight their unique perspectives through child-led identification of risks and their effects
- creatively communicate their perceptions of risk and produce a holistic event: they will deliver to other children, teachers, family and community

Workshop Structure

Section 1: DISCOVER AND ASK QUESTIONS				
Workshop 1	Workshop 2	Workshop 3	Workshop 4	Workshop 5
1A: Introduction to Take Care and Children's Rights	1B: Immersion	1C: Hazard and Risk	1D: Pose Questions	1E: Monitoring Activities
Section 2: INVESTIGATE AND TAKE ACTION				
Workshop 6	Workshop 7	Workshop 8	Workshop 9	
2A: Research Hazard	2B: Preparedness at home and in the community	2C: Create a Child-Led Community Action Plan	2D: Monitor	
Section 3: SHARE IDEAS AND ADVOCATE				
Workshop 10	Host a school event	Workshop 11	Workshop 12	
3A: Create a Communication Plan	3B: Host an event	3C: Plenary session	3D: Reflect/What have we learned?	

THE TAKE CARE CHECKLIST



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The checklists below are key for facilitators to ensure the Take Care model is followed and that a participatory approach is at the centre of every part of the project. It is intended that this set of questions will help facilitators reflect on their style, delivery and context to ensure children and young people's participation is effective and meaningful at all times.

FOR THE WORKSHOP PHASE OF THE PROJECT, THE KEY SECTIONS OF THE CHECKLIST TO FOCUS ON ARE **SPACE** AND **VOICE**.

The checklists are an important reference point for facilitators and should be revisited regularly. Facilitators will need to take time to evaluate each workshop in order to record that day's events as they relate to the questions posed.

SPACE

Provide a safe and inclusive space for children to express their views



- ☐ Have children's views been actively sought?
- ☐ Was there a safe space in which children can express themselves freely?
- ☐ Have steps been taken to ensure that all children can take part?

VOICE

Provide appropriate and facilitate the expression of children's views



- ☐ Have children been given the information they need to form a view?
- ☐ Do children know that they do not have to take part?
- ☐ Children have been given a range of options as to how they might choose to express themselves?

AUDIENCE

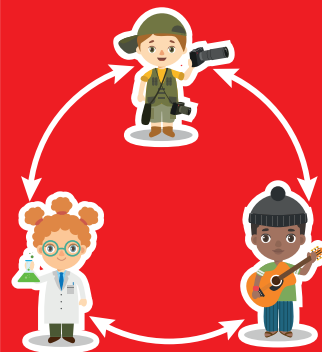
Ensure that children's views are communicated to someone with the responsibility to listen



- ☐ Is there a process for communicating children's views?
- ☐ Do children know who their views are being communicated to?
- ☐ Does that person/body have the power to make decisions?

INFLUENCE

Ensure that children's views are taken seriously and acted upon, where appropriate



- ☐ Have children's views been actively sought?
- ☐ Was there a safe space in which children can express themselves freely?
- ☐ Have steps been taken to ensure that all children can take part?

SECTION 1: DISCOVER AND ASK QUESTIONS*



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***CHILDREN ARE INCREDIBLY POWERFUL AGENTS OF CHANGE: THESE ACTIVITIES SHOULD BE EMPOWERING AND, WHERE POSSIBLE, CHILD-LED.**

PLEASE ALSO KEEP IN MIND THAT THESE WORKSHOPS ARE SUGGESTED FRAMEWORKS TO WORK WITHIN, BUT CAN BE ADAPTED AS YOU AND THE CLASS SEE FIT.



LEARNING OBJECTIVES

1. Understand the Take Care project and when events will take place
2. Introduction to the UN Convention on the Rights of the Child with a focus on Article 12

1A: Introduction to Take Care and Children's Rights

Session 1

Introduction to Take Care and Workshop 1

20 Minutes

Activity overview:

Facilitator chooses an ice-breaker of their choice, and introduces Take Care to the group:

Instructions for facilitators:

- i. **Objectives:** discuss the Learning Objectives for the workshop. If possible, dedicate an area of the classroom wall to the project and explain that a copy of the Learning Objectives will be there and that they are everyone's collective responsibility.
- ii. **Child Participation**
- iii. **Participatory learning/project rules:** Introduce the concept of participatory learning. In order for the children's voices to be best heard it might be helpful to introduce project rules to support the project (e.g. everyone's opinion to be respected, participation is relevant and voluntary, everyone has equal opportunity to participate etc. See Save the Children's Practice Standards in Children's Participation for ideas: (www.savethechildren.org.uk/practice_standards_participation_1.pdf). Rules can be suggested by children or facilitators but there must be group consensus before each rule is added to the list. These rules could be signed by both children and facilitator, form part of the wall display and be revisited at the start/end of each workshop.
- iv. **Timeline:** Prepare a 12-week timeline to illustrate the length of the project. Share this with the group and add it to the wall display to refer to at the start/end of each workshop. Explain that the timeline can allow them to share successes and challenges over time; and to reflect on the nature and outcomes of children's participation. Aim to add a sentence/visual representation at some point in each workshop to capture learning.

Resources

- Take Care workshop objectives (Annex 1)
- Pre-prepared timeline as per instructions
- Flip chart paper and markers



Picture My Rights

30 Minutes

Activity overview:

This activity is designed as a creative introduction to key rights enshrined in the UN Convention on the Rights of the Child (UNCRC) with a focus on Article 12 (the right to an opinion, for it to be listened to and taken seriously).

Instructions for facilitators:

- i. Print the UNCRC articles (<http://www.cypcs.org.uk/rights/uncrcarticles>), cut into separate pieces and fold.
- ii. Discuss any key articles with the group (you may find this link helpful for visuals: www.cypcs.org.uk/young-people)
- iii. Hand out paper and pen/pencil to each child, and ask each to select one or the articles.
- iv. Each child should draw a picture that depicts the article they have selected. The drawing could illustrate the right being denied, the right enjoyed or the right defended.
- v. Children should break into small groups, with each child sharing the picture for the others to guess the article. Each child can then share what they were aiming to depict.
- vi. As each article is shared, the group should consider whether every child in the country/world enjoys this right. If not, can they think of examples of children who are excluded?
- vii. Someone from each group should record this discussion for reporting back to the class or alternatively the facilitator can ask each child to share their picture and summarise what was discussed on their article. Support the discussion so that each right is understood by the class.
- viii. The title of the corresponding article should then be added to each picture and be displayed on the wall.
- ix. ix. At the conclusion of the session hand out the summary of the UNCRC and/or display on your interactive board.

Resources:

- Printed examples of UNCRC articles, folded
- Paper and pens
- Hand-outs of the UNCRC summary
- For additional information, see also <http://resourcecentre.savethechildren.se/every-childs-right-be-heard-resource-guide-un-committee-rights-child-general-comment-no-12>

Understanding rights cont.

30 Minutes

Activity overview:

This activity is designed to investigate children's new-found understanding of children's rights in a fun participative way.

Instructions for facilitators:

- i. Ask children to stand in the middle of the classroom.
- ii. Explain to the group that the right-hand side of the room means 'yes' and the left-hand side means 'no'.
- iii. Show an image illustrating a child's right on your interactive board, read it out and ask 'Is this one of your rights as a child?' Children quickly move to the 'yes' or 'no' side.
- iv. Use prompting questions to get discussion going about the photos and right displayed.

Resources:

- Examples of children's rights to display on interactive board



-OR-

Activity overview:

The Convention on the Rights of the Child says in Article 12: *Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.*

This right requires mutual respect between children and adults to listen to each other and make the best decision possible for the people involved, children included. It also means that children have to be given the opportunity to have their voices heard in a space where they feel safe and respected.

Instructions for facilitators:

- i. Ask the class to think about all the places in their lives where decisions are made, and make a list or brainstorm. Examples could include: the head teacher's office; the school; local council; home etc. – anywhere where decisions affect their lives. They could also think of themselves as part of a group of young people, or as a class.
- ii. Once completed, ask them to select one place that stands out for them in their life. How friendly to children is that place? Is it easy for them to go to the person or people making decisions and voice an opinion? Are they heard and taken into consideration when decisions are being made?
- iii. Ask them to divide a piece of paper in half. On one side, draw (or write) the place they have chosen and include any obstacles that they face which prevent them being included in decision-making that affects their life or their group's lives.
- iv. Consider what they would change to make that place more child friendly, and what would help them feel that their opinions were heard and respected?
- v. On the other side of the paper, draw or list how the place should look with all of the changes that would help them and other young people be properly represented.

Resources:

- Paper and pens or colour pencils
- Anything creative you'd like to work with

Journals

10 Minutes

Children should be given their own journals for the duration of the workshops. Encourage them to decorate theirs in any way they wish and tell them that they will be writing in these after each Take Care workshop.

Close the workshop by handing out the children's journals. They can write about anything they wish but suggest that they use this time to reflect on what they've learned; what they liked best; what they want to know more about etc. Collect journals once completed.



START



Section 1

Week 1

Week 2

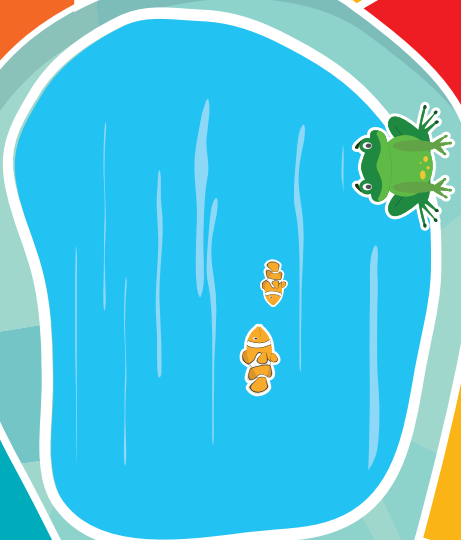


Week 3

Week 4



Week 5



Week 6

Section 2



Week 7

Week 8



Week 9

Section 3



Week 10

Week 11



Week 12

FINISH



LEARNING OBJECTIVES

1. Increase their knowledge about disasters and related key terms
2. Begin to use investigative skills to identify risks and hazards

1B Immersion – 90 minutes

Session 1	
Introduction to Workshop 2 and ice-breaker	10 Minutes
<p>Activity overview:</p> <p>Facilitators chose an ice-breaker of their choice or use ‘Animal Noise’:</p> <p>All the children are given a piece of paper with an animal on it (e.g. cow, dog, cat, or duck). They have to close their eyes and move around the room making their animal noise until they make a group of children who are the same animal. This activity works well to help children hone their sensory and perception skills.</p> <p>Instructions for facilitators:</p> <ol style="list-style-type: none"> i. Revisit Project Rules from Workshop 1. ii. Revisit Timeline from Workshop 1 and reflect on the last workshop. Ensure children know where they are on the timeline and what will happen in this workshop. 	
Imagining the Scenario	40 Minutes
<p>Activity overview:</p> <p>Introducing the concept of disaster, risk and hazards is crucial to form a solid foundation from which children can form opinions and make suggestions.</p> <p>Instructions for facilitators:</p> <ol style="list-style-type: none"> i. Collect a range of pictures of emergencies that have happened locally, nationally and internationally. ii. Explore what children already know and build on prior knowledge by discussing these images as a class. Consider questions such as: What do you think might be happening? Why do you think this happened? How do you think the affected people are feeling? How do you think they responded to the emergency? What could they have done to prepare for this disaster? What do you think they might do next? Is this an example of a natural or human-made disaster? iii. Ask the children to write about and draw images depicting a disaster, describing how the affected people might feel and why, or use role play, music, or storytelling to stimulate interest in the topic. iv. Use this time to provide information about – and/or discuss – what to do before, during and after each disaster (resilience, response, recovery). Explore these concepts and words by using the activity in Session 2. v. Children can explore online resources to become familiar with emergencies. <p>Resources:</p> <ul style="list-style-type: none"> • Pictures of different types of disasters • Paper and pens 	



Session 2

The Definition Game

30 Minutes

Activity overview:

Introduction of key terms and concepts relating to disaster risk reduction.

Instructions for facilitators:

- i. Introduce the following terms to the class. This could potentially be done by use of images and the interactive white board or by asking children to match words to their definitions followed by discussion:
 - Emergency: a serious, unexpected, and often dangerous situation requiring immediate action.
 - Disaster: A major hazard event that causes widespread disruption and harm to a community or region. It brings on human, economical, and environmental losses which the affected community is unable to deal with adequately without outside help.
 - Hazard: A threat (whether natural or human-made) that has the potential to cause loss of life, injury, property damage, socio-economic disruption or environmental degradation.
 - Hazard event: The occurrence (realisation) of a hazard, the effects of which change demographic, economic and/or environmental conditions.
 - NB a natural hazard is only a hazard if it is a threat to humans or their property. If no humans are endangered and no property is damaged it is just a natural process or event e.g. an avalanche on an Antarctic mountain where no one lives.
 - Risk: the potential for something to go wrong or for something harmful to occur.
 - Risk Assessment: a survey or a study that investigates monitors and anticipates factors that combine to create a potential for something to go wrong and thereby harm children and adults in a community.
 - Managing or reducing risk: acting to limit the possibilities for something to go wrong, being prepared so that the risk of disaster is reduced, and also being prepared to deal with the effects of a disaster if one occurs.
 - Preparedness or being prepared: to make individuals and communities ready for a potential hazard so that they may prevent or reduce loss of life and damage to property and the environment.
 - Vulnerability: the potential to be easily hurt or harmed.
 - Capacity: the ability to cope with a difficult situation. It means having skills and knowledge to prepare for and respond to a risk.
- ii. The facilitator asks the children to stand in a circle. Firstly a large ball is introduced to the group and passed around from child to child in sequence. A second (smaller ball) is then introduced to the group and passed from child to child in sequence. The balls must be passed from person to person as quickly as possible and the game ends when the smaller ball catches up with the larger ball.
- iii. At the end of the game the facilitator explains that the larger ball could represent a community (e.g. the area where they live) and the smaller ball represents a potential hazard, disaster or emergency (e.g. a flood or fire).
- iv. Ensure that the terms are understood by discussing examples with the group – e.g. A community will be safe if they don't come into contact with a disaster, but as the risk increases of a hazard, disaster or emergency occurring (i.e. as the small ball gets closer to the big ball), the community's vulnerability also increases. However, if the community is prepared to deal with the event and has knowledge and information about such situations, the capacity of people to cope can be improved and the risk of disaster can be reduced.



There are excellent examples of introducing emergencies and related concepts in this document from the Red Cross: <http://www.redcross.org.uk/What-we-do/Teaching-resources/Disasters-and-emergencies>. This document, also from the Red Cross, is a good introduction to getting the children to interact and state their own examples of hazards: www.redcross.org.uk/Bingo

Resources

- Two balls (e.g. a football and a tennis ball)

Journals

10 Minutes

Close the workshop by handing out the children's journals. Ask the children to reflect on what they have learned; what they liked best; what they want to know more about. Collect journals once completed.

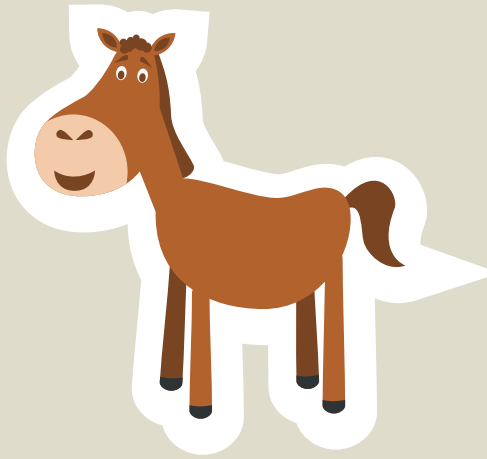
WORKSHOP 2 - ANIMAL SOUNDS



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Owl



Horse



Cat



Lion



Frog



Dog



LEARNING OBJECTIVES

1. Understand and explain the difference between vulnerability and resilience
2. Identify and locate hazards and risks in school, home and community

Section 1C: Hazards and Risk - 60 minutes total

Session 1	
Introduction to Workshop 3 and ice-breaker	10 Minutes
<p>Activity overview:</p> <p>Facilitators choose an ice-breaker of their choice or use ‘Hazard Bingo’:</p> <ul style="list-style-type: none"> • Ask the class to recall words that were introduced in Workshop 2 and ask them to think of examples where appropriate (e.g. earthquake, flood etc.) The facilitator can then put these up onto the board. • Ask the children to draw a grid (e.g. 4x4 or 9x9) on a piece of paper and then write the suggested words in the boxes in random order. Call out the words in random order, and the children cross them off their grid as they are called. The first person to cross out at least one line of their words shouts out ‘hazard bingo’ and is the winner. <p>Instructions for facilitators:</p> <ol style="list-style-type: none"> i. Revisit Project Rules from Workshop 1. ii. Revisit Timeline from Workshop 1 and reflect on the last workshop. Ensure children know where they are on the timeline and what will happen in this workshop. 	
Concept Game	20 minutes
<p>Activity overview:</p> <p>By the end of this activity, children should know the concept of resilience and be better at communicating personal experiences and emotions.</p> <p>Instructions for facilitators:</p> <ol style="list-style-type: none"> i. Use bendy/stretchable/squeezable objects to demonstrate the ‘capacity to bounce back’ by bending them, stretching them and squeezing them. ii. Ask the class to work in pairs, facing each other. Ask them to think about times when they have ‘bounced back’ after experiencing some difficulty or setback*. Think about the qualities they showed when they ‘bounced back’. Ask the children to share their story with their partner. Then ask pairs to discuss the ‘bouncing back’ qualities revealed by the stories. Were they similar? Or were different qualities shown in different circumstances? iii. Explain that the ability to ‘bounce back’ from a difficult time is called ‘resilience.’ Ask the class to think about whether the same qualities of resilience are needed in a school, village or other community impacted by some setback or disaster. <p>Resources</p> <ul style="list-style-type: none"> • Take Care workshop objectives (Annex 1) • Printed map of Europe e.g. http://alabamamaps.ua.edu/ • Pre-prepared timeline as per instructions • Flip chart paper and markers <p>* It may be more appropriate for the class think about when a celebrity or public figure has ‘bounced back’, rather than their individual experiences. For example, Mo Farah falling at the Olympics, getting up and going on to win the race.</p>	



Optional: In groups of four, prepare small dramas about their 'bouncing back' experiences and present to the other groups. Ask the class to discuss what each drama shows.

Resources:

- Everyday objects that if bent, pulled or squeezed out of shape, return to their original shape when released
- Interactive board

-OR-

Activity overview:

Children will be able to identify and articulate the difference between vulnerability and resilience.

Instructions for facilitators:

- Discuss vulnerability and resilience: what characteristics make someone more or less vulnerable?
- Trace around two people and write the headings 'vulnerable' and 'resilient'
- Write words inside the body to describe what kind of characteristics they would have and what kind of actions they would take. For example:
 - Eyes and ears: how do they see and hear things?
 - Heart, head, and mouth: are they able to communicate?
 - Body: is their health well enough to protect themselves?
 - Legs and arms: are there any places they can't move to or access?

Resources:

- Paper and pens
- See PLAN DRR Toolkit: Body map p.11 plan-international.org/child-centred-disaster-risk-reduction-toolkit/ (NB: This activity has been written from a post-disaster perspective but can be used in a pre-disaster context.)

Session 2

Hazard Identification

20 minutes

Activity overview:

The concept of hazards will be expanded on during this workshop in a way that is interactive for children and acknowledges that hazards exist everywhere.

Instructions for facilitators:

- Use a number of pictures to discuss various hazards and risks at different locations that would be familiar to the children in your context (e.g. the beach, the park, home, school etc.).
- Children could complete a hazard map to show hazards and risks in their local area or alternatively on their way to school/home, and explain how to deal with them. If they do not identify all potential hazards and risks, the facilitator should be prepared to support the group to consider what is most likely to occur in their area.

Resources

- Pictures of hazards/risks in different location familiar to children
- Paper and pens/pencils

****Homework: Hazard mapping activity with parents****

Children should observe hazards at home and discuss these with their families. Ask them to draw an aerial map/ birds eye view of their home and identify and label any hazards they identify (e.g. loose carpet on stairs, kettle close to the edge of a worktop, loose paving on the street). See page 33 - <http://www.whatstheplanstan.govt.nz/>

Journal

10 minutes

Close the workshop by handing out the children's journals. Ask the children to reflect on what they have learned; what they liked best; what they want to know more about. Collect journals once completed.



LEARNING OBJECTIVES

1. Increase knowledge of hazards (both at home and school) in their local context
2. Agree on a priority hazard to focus on for the remainder of the project

Section 1D: Pose Questions - 90 minutes total

Session 1	
Introduction to Workshop 4 and ice-breaker	10 Minutes
<p>Activity overview: Facilitators choose an ice-breaker of their choice.</p> <p>Instructions for facilitators:</p> <ol style="list-style-type: none"> i. Revisit Project Rules from Workshop 1. ii. Revisit Timeline from Workshop 1 and reflect on the last workshop. Ensure children know where they are on the timeline and what will happen in this workshop. 	
Hazards in the local context	20 minutes
<p>Activity overview: Children need to be in charge of exploring and familiarising themselves with their own perceptions of hazards and disasters, particularly in a local context.</p> <p>Instructions for facilitators:</p> <ol style="list-style-type: none"> i. Using the hazards that they identified in the previous session, the children work in pairs and use the internet to find out about the various types of hazards/disasters that have happened or could happen in their region. If possible, they should focus on different hazards to support a broader understanding of their local context. ii. Ask them to feedback their findings to the whole class. <p>Resources</p> <ul style="list-style-type: none"> • Interactive board and internet 	
Session 2	
Choosing a priority hazard	50 minutes
<p>Activity overview: The class select a hazard to focus on for the remainder of the project</p> <p>Instructions for facilitators:</p> <ol style="list-style-type: none"> i. In groups, ask the children to do a ranking exercise of the hazards they identified in the previous workshop, with 1 being the highest and 10 being the lowest. ii. Each group will research and prepare a presentation to talk about their top hazard iii. The class will vote for their chosen hazard for the remainder of the project <p>Resources</p> <ul style="list-style-type: none"> • List of hazards identified in workshop 4. 	
Journal	10 minutes
<p>Close the workshop by handing out the children's journals. Ask the children to reflect on what they have learned; what they liked best; what they want to know more about. Collect journals once completed.</p>	



LEARNING OBJECTIVES

1. Monitor changes in children's understanding, ideas, and conclusions

1E: Monitoring activities – 30 minutes total

Session 1	
Narrative Mapping	15 Minutes
<p>Activity overview: Review the project activities to date and assess how the project is going from participants' point of view.</p> <p>Instructions for facilitators:</p> <ol style="list-style-type: none"> Children tell what they have done and in what order Each activity is written on a card and placed on a river on flip chart paper Collaboratively, all activities are put into order; their relevance in relation to the overall project is discussed Future avenues are explored <p>Resources</p> <ul style="list-style-type: none"> Flip chart, pens Pieces of paper/ post-its NB please see this resource for additional activities for monitoring child participation: http://resourcecentre.savethechildren.se/me_toolkit_booklet_5.pdf 	
Session 2	
Head, Heart, Hands	15 minutes
<p>Activity overview: Explore how children are feeling about the project, what they have learned and what they are doing to reflect on a session or the project as a whole.</p> <p>Instructions for facilitators:</p> <ol style="list-style-type: none"> Split children into groups Draw the outline of a giant person on flipchart paper. Ask the children to discuss in their groups how they feel about the project (heart), what they have learned (head), and what they will do next (hands or feet). Ask them to write their responses onto the paper. Feed back to other groups: discuss if everyone agrees; was anything missed out; would they do anything differently next time; was their experience different or similar to that of others? <p>Resources</p> <ul style="list-style-type: none"> Flip chart, pens, paper NB please see these resources for additional activities for monitoring child participation: http://resourcecentre.savethechildren.se/me_toolkit_booklet_5.pdf http://resourcecentre.savethechildren.se/library/arc-resource-pack-actions-rights-children-english-version 	

SECTION 2: INVESTIGATE AND TAKE ACTION



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LEARNING OBJECTIVES

1. Ask questions about **ONE** type of emergency
2. Choose and define questions for research of prioritised hazard

2A: Research prioritised hazard - 60 minutes total

Session 1

Introduction to Workshop 6 and ice-breaker

10 Minutes

Activity overview:

Facilitators/children choose an ice-breaker of their choice.

Instructions for facilitators:

- i. Revisit Project Rules from Workshop 1.
- ii. Revisit Timeline from Workshop 1 and reflect on the last workshop. Ensure children know where they are on the timeline and what will happen in this workshop.

Finding Information and Organizing Thinking

(Initially 40 minutes but research is on-going)

Activity overview:

Having agreed on a hazard to focus on, this session provides an opportunity to explore it in more detail.

Instructions for facilitators:

- i. 'Hot seat' the hazard in order to identify questions to explore. Sit in a circle and have a general discussion about the hazard: what do the class already know; what are the specific risks of the prioritised hazard; identify causes and effects; what would be the impact on people in school, family and community with a particular focus on children; what actions could be taken to build resilience. At this stage, identifying questions is more important than having the answers. Try to encourage the discussion towards prevention or preparedness questions.
- ii. In groups research the questions that were raised about the prioritized hazard. If there are not enough computers, you may need to print information from websites, selected at the children's request. It is important that children understand why they are doing the research and the outcomes planned (an action plan and community event). Ask them to think of one aspect/question/statement about the hazard that they would like to know more about to support their research. Children need to have completed their investigation before they can start Section 3.
- iii. Suggestions of ways for children to find information:
 - Interviews (e.g. by Skype or written responses): people in the community to find out what they see as risks; experts; local authorities; local organisations; local authority; police; fire; ambulance; health; Local Resilience Forum co-ordinators
 - Observations: field work; surveys
 - Library: books; resources
 - Internet: Stop Disaster simulation game UNISDR; Crucial Crew interactive e-learning game; Local Resilience Forum websites; information for public on emergency websites.

Resources

- FEMA Facts sheets: www.ready.gov/kids/know-the-facts
- Lots of topics on PDF facts sheets – includes quizzes, what to do before/during/after, further links and specific vocab and meaning
- Let's get ready: <http://www.heps.gov.uk/lets-get-ready/>
- PDF information sheets on Flooding and webpages on other emergencies

WORKSHOP 6



Save the Children

- Information pack on being prepared for emergencies: www.norfolkfireservice.gov.uk/
- Are you ready?: <http://wiltshireandswindonprepared.org.uk/> (pp.13-23)
- What would you do if?: <http://www.bllrf.org.uk/>
- Children can download 'quick guide' for preparing for emergency (first link top of the page), and 'what would you do if postcard' (PDF link at bottom of page)
- Preparing for emergencies (North Wales Local Resilience Forum): <http://www.nwlrfrf.org.uk/>
- Information on 6 emergencies: <http://www.readyscotland.org/>
- What's the plan?: <http://www.whatstheplanstan.govt.nz/> (pp.59-66)
- Stop Disasters: www.stopdisastersgame.org/
- Crucial Crew: <http://www.crucial-media.net/crucial-crew-interactive.html>

Journal

10 minutes

Close the workshop by handing out the children's journals. Ask the children to reflect on what they have learned; what they liked best; what they want to know more about. Collect journals once completed.



LEARNING OBJECTIVES

1. Understand the importance of readiness/preparedness and how to guard against risk
2. Begin to apply this learning to their chosen hazard and identify risks at home

2B: Preparedness at home and in the community - 90 minutes total

Session 1

Introduction to Workshop 7 and ice-breaker

10 Minutes

Activity overview:

Facilitators/children choose an ice-breaker of their choice or may use:

- Readiness quiz: www.readyscotland.org/readiness-quiz/
- 'Ready for Winter?' reflective questions: http://www.readyscotland.org/media/1279/respondingtoseverewinterweatheractivity2_tcm4-716533.pdf

Instructions for facilitators:

- i. Revisit Project Rules from Workshop 1.
- ii. Revisit Timeline from Workshop 1 and reflect on the last workshop. Ensure children know where they are on the timeline and what will happen in this workshop.

Preparing the Storm

20 minutes

Activity overview:

This activity encourages the children to think about how to apply risk assessment and risk management in everyday practice before going into detail about how to carry out an assessment of their home, school and community.

Instructions for facilitators:

- i. Show the children a picture of a lightning storm and ask if they can identify a risk associated with it. The children may say the risk is that there will be rain and they will get wet or not be able to go to school.
- ii. After their responses, explain that their answers are a kind of 'risk assessment' (they suggest what kind of risk lightning storm may present).
- iii. Ask them how risky it will be, how much risk of harm there is etc. They may say the situation is very risky because the cloud is dark and looks like it will cause heavy rain or may say it would be only a slight risk as they may just get a little wet.
- iv. Explain that their answers are a way of identifying or analysing how big the risk is (the scale or the extent) of the cloud causing negative impacts.
- v. Ask what they could do to prevent the risk of getting wet because of possible heavy rain. The children may suggest carrying an umbrella, wearing waterproofs and wellies etc.
- vi. Explain that their answers are an example of 'risk management' or 'risk reduction'. That is, they have thought about the risk (or possibility) of getting wet and then they have thought about ways to limit or reduce that risk.
- vii. Discuss that there may be other ways to reduce the risk of getting wet. For example, they may avoid walking or cycling, and instead travel by car, or they may wait for the rain to stop before going outside etc.
- viii. Conclude by suggesting the example shows us that we need to know in advance about the risks of something going wrong so that we can assess the risk. If the children think, on the basis of their assessment, that there is a definite risk of getting wet, they will be able to find ways to reduce or manage the risk. Note that different people may have different ways of reducing risk.

Resources

- Picture of a lightning storm or similar image to facilitate the activity



Session 2

Home Emergency Kit / Grab Bag

50 Minutes

Activity overview:

Children are introduced to the concept of an 'emergency kit' or 'grab bag' and understand what items are essential to include in these in the event of an emergency.

Instructions for facilitators:

- i. Introduce the idea of an 'emergency kit' or 'grab bag'.
- ii. Ask children to work in groups to look at the list and think about what ten things to pack in an emergency
- iii. Ask the groups to summarise information from websites below. Give one print out from the websites below to each group. As a class decide what should be in an emergency kit with justification.

OR

- iv. Set up a few tables with various resources that should and shouldn't be included in an 'emergency kit'/'grab bag'. Split the class into groups and ask them to choose six items that they would include.
- v. When each group has decided the whole class create one emergency kit that everyone agrees on.

Optional:

Individually or in pairs, create a grab bag quiz or board game to learn what to take or not take. Children may need to complete at home or at another time.

Resources:

- Printouts from the websites listed above and below
- <http://emergencyplanningcumbria.weebly.com/>
- www.heps.gov.uk/lets-get-ready/
- http://wiltshireandswindonprepared.org.uk/Are_You_Ready_Brochure.pdf (see the first page for a great cartoon; pp.6-11 for page 1, pp.6-11 on kit and 'In Case of Emergency' (ICE) Plan)

Homework

Share Grab Bag information and quiz/board game with family at home. Children collaborate with parent(s) to decide what to prioritise and fill out grab bag checklist. Print copies of the list for them to take home: <http://www.heps.gov.uk/lets-get-ready/preparing-for-the-unexpected/> (scroll down to PDF file-Grab bag checklist)

Journal

10 minutes

Close the workshop by handing out the children's journals. Ask the children to reflect on what they have learned; what they liked best; what they want to know more about. Collect journals once completed.



LEARNING OBJECTIVES

1. Identify, locate and prioritise hazards and risks in the community
2. Discuss effects and predict how they may affect the area in the future
3. Expand understanding of who helps in the event of an emergency
4. Begin to prepare for Section 3

2C: Create a child-led community action plan - 120 minutes total

Session 1

Introduction to Workshop 8 and ice-breaker

10 Minutes

Activity overview:

Facilitators/children choose an ice-breaker of their choice.

Instructions for facilitators:

- i. Revisit Project Rules from Workshop 1.
- ii. Revisit Timeline from Workshop 1 and reflect on the last workshop. Ensure children know where they are on the timeline and what will happen in this workshop.

Emergency investigators

40 minutes

Activity overview:

Children play the role of emergency investigators to facilitate the exploration of their prioritised hazard.

Instructions for facilitators:

- i. Set the scene by explaining that in this session, the children will be playing the role of emergency investigators. Split the children into groups and give them props such as clipboards, hard hats, voice recorders etc.
- ii. Explain to the class that they will be trying to find out the following things:
 - What has happened?
 - What are the immediate risks?
 - Why has it happened?
 - Who has been affected and how?
 - How could people have been prepared?
- iii. There are several options of how this 'investigation' session can be delivered: forum theatre; video; pre-prepared scripts; information sheets; images of the hazard for them to investigate; a resource table with additional props or materials etc.
- iv. The investigation will focus on an emergency situation linked to the prioritised hazard identified in previous sessions. Whatever method of delivery is chosen, the class should have the opportunity to find answers to the questions raised in the scene setting activity and explore other questions that arise during the session.
- v. In their groups, ask them to create their top five tips for preparedness for the hazard.
- vi. Ask the groups to report back using information that they have collected during their investigation – this can include items from the resource table and internet, as well as their top tips.

Resources

- Props for investigators
- Images of hazard impact/information sheets/similar
- Resources or materials linked to prioritised hazard



Session 2

Guest Speaker(s)

30 Minutes

Activity overview:

This is a great opportunity to invite a guest speaker in to discuss and link up the learning so far.

Instructions for facilitators:

NB This workshop requires the following preparation:

- The class write letters to invite people from the community (e.g. local services– see below) to give a talk and for them to be interviewed
- Children prepare interview questions
- Prepare key points from local authority/national guidance on emergency risk register/risk mapping to consult children on
- i. Approach community/LA leaders or local services (for example, paramedics, fire, ambulance, internet safety, road safety or the police) to come to school to give a talk to the children, or organise a class visit to their workplace.
- ii. Either as a whole class or in groups, the children can then interview the guest. Prior to the interviews, children write email to invite guest(s), and prepare questions for the interview e.g. what needs to be in a community emergency plan? What isn't needed? Are children's needs specifically identified and considered in the plan?
- iii. NB Ask the speaker(s) to focus on preparedness: what do they do to prepare for emergencies, the tools they use such as weather warnings, what is an emergency plan? etc. as well as responding to the children's questions.
- iv. Record these talks on tape or video for other classes in the school to use.

Resources:

- Recording device

Session 3

Find out who can help and how

30 minutes

Activity overview:

Following the guest speaker, the class can think about the roles of other types of emergency responders and should be introduced to emergency plans.

Instructions for facilitators:

- i. Make a collage of people who might help during an emergency. Children could cut pictures from magazines or draw pictures of people; group them; then glue them to a large piece of paper. Groups could include parents, students, teachers, ambulance service, police, fire service, doctors, first-aiders, civil defence, media and vets.
- ii. Discuss with the class what should be included in an emergency plan. In groups, think of 5 top tips of how families and children can be prepared at home.
- iii. If the school has an emergency plan, discuss this and see what the class thinks – is there anything they would add? Otherwise look at a local emergency response plan to discuss what else could be added to make improvements.
- iv. Identify actions that can be taken by children, family, school and other emergency responders in response to risks identified: before, during and after the incident.

Optional: Individually or in pairs, create a grab bag quiz or board game to learn what to take or not take. Children may need to complete at home or at another time.

Resources:

- Recording device

WORKSHOP 8



Save the Children

Journal

10 Minutes

Close the workshop by handing out the children's journals. Ask the children to reflect on what they have learned; what they liked best; what they want to know more about. Collect journals once completed.



LEARNING OBJECTIVES

1. Monitor changes in children's understanding, ideas, conclusions

2D: Monitoring activities - 30 minutes total

Session 1

Narrative Mapping

15 Minutes

Activity overview:

Review the project activities so far and assess how the project is going from participants' point of view.

Instructions for facilitators:

- Children tell what they did and in what order
- Each activity is written on a card and placed on a river on flip chart paper
- Collaboratively, all activities are put into order, their relevance in relation to the overall project is discussed
- Future avenues are explored

Resources:

- Flip chart, pens,
- Pieces of paper/ post-its
- NB please see these resources for additional activities for monitoring child participation:

http://resourcecentre.savethechildren.se/me_toolkit_booklet_5.pdf

<http://resourcecentre.savethechildren.se/library/arc-resource-pack-actions-rights-children-english-version>

Session 2

Head, Heart, Hands

15 minutes

Activity overview:

Explore how children felt about the project, what they learned and what they did and to reflect on a session or the project as a whole.

Instructions for facilitators:

- Split children into groups
- Draw the outline of a giant person on flipchart paper. Ask the children to discuss in their groups how they feel about the project (heart), what they learned (head), and they will do next (hands or feet). Ask them to write their responses onto the paper.
- Feed back to other groups: discuss if everyone agrees; was anything missed out; would they do anything differently next time; was their experience different or similar to that of others?

Optional: Individually or in pairs, create a grab bag quiz or board game to learn what to take or not take. Children may need to complete at home or at another time.

Resources:

- Flip chart, pens,
- Pieces of paper
- NB please see these resources for additional activities for monitoring child participation:

http://resourcecentre.savethechildren.se/me_toolkit_booklet_5.pdf

<http://resourcecentre.savethechildren.se/library/arc-resource-pack-actions-rights-children-english-version>

SECTION 3: SHARE IDEAS AND ADVOCATE



Save the Children





LEARNING OBJECTIVES

1. Introduce the planning and preparation of the school assembly and of the local learning event
 - ii. Identify which stakeholders need to know the key messages and actions related to the prioritised hazard
 - iii. Assess and choose appropriate form(s) of communication

3A: Create a Communication Plan - 120 minutes total

Session 1	
Narrative Mapping	15 Minutes
<p>Activity overview: Children choose an ice-breaker of their choice.</p> <p>Instructions for facilitators:</p> <ol style="list-style-type: none"> i. Revisit Project Rules from Workshop 1. ii. Revisit Timeline from Workshop 1 and reflect on the last workshop. Ensure children know where they are on the timeline and what will happen in this workshop. 	
Decide on how to host assembly, and then local learning event'	15 minutes
<p>Activity overview: Children discuss and agree who they want to invite to an assembly, and then to their local learning event to showcase their prioritised hazard.</p> <p>Instructions for facilitators:</p> <ol style="list-style-type: none"> i. Explain the purpose of the events ii. Discuss who they want to invite and how they will go about this (e.g. local emergency planners or responders, parents, other pupils, school staff, members of the community). <p>Resources:</p> <ul style="list-style-type: none"> • Paper and pens to capture invite list 	
Session 2	
Choose a form of communication	35 minutes
<p>Activity overview: Agree and create a communication plan (to share at a school based event) relating to the prioritized hazard.</p> <p>Instructions for facilitators:</p> <ol style="list-style-type: none"> i. Do a brainstorm with the class of all the types of communication they can think of in relation to what information they want to relay about their prioritised hazard. They should also bear in mind their audience and who needs to know about the key messages/actions. This session can be child-led. <ul style="list-style-type: none"> • Suggestions may include: book, drama, song, posters, assembly, fridge magnets/stickers with preparedness info, pamphlet, models, photos of potential hazards in community, PowerPoint, photo book, blog, website, stalls/tables/displays to share, testing or sharing the school's emergency plan, simulation activities, creating a competition, forming a Children's Committee, etc. • Multi-media: email, film, photos, animation, oral histories, artwork, big books, letter writing • Social Media - blog, YouTube, Twitter, Facebook ii. You could model a PMI chart (Plus, Minus, Interesting) tool for analysing communication types using one example from below e.g. video. What is Plus, Minus, and Interesting about this method of communication? 	



- iii. In groups, children consider what needs to be in a clear and effective type of communication, and choose a communication type, with the purpose of informing and communicating with others when hosting an event.
- iv. They will need to be able to justify why it was chosen, for instance by completing a group PMI chart.
- v. Ask them to write a list of materials they will need and predict any problems they may face using this form of communication to speak to other children in school or adults in the community and how they may overcome them.
- vi. Discuss key messages, purpose, and relevant information also criteria specific to different types of communication forms e.g. layout, text/font type and size, graphics chosen etc.

Resources:

- Fridge magnet: <http://www.whatstheplanstan.govt.nz/> (see page 33)
- Red Cross social networking in emergencies: www.redcross.org.uk/Emergency-Facebook
- Videos/Child-made videos:
- Let's get ready kids: www.heps.gov.uk/lets-get-ready/lets-get-ready-kids/
- Clear Plan Video: <http://wiltshireandswindonprepared.org.uk/clear-plan-video/>
- Cumbria video: <http://emergencyplanningcumbria.weebly.com/>
- Ready for winter power point: www.redcross.org.uk/Winter-weather (example of something children could create to share with others)
- Sharing Day - Philippines Typhoon: <http://unhabitat.org/philippines-youth-dance-to-safe-and-resilient-cities/>
- Cumbria cartoon: <http://emergencyplanningcumbria.weebly.com/> (assess the 'tune in, stay in' sections – how could you promote this phrase, or any other phrases/acronyms?)
- <http://www.whatstheplanstan.govt.nz/> (see page 34)
- www.fema.gov/ (see page 19)

Session 3

Preparation time

50 minutes (longer if needed)

Instructions for facilitators:

- i. Children spend time working on their presentations, dramas (or whichever method they decide is the best way to carry their messages).
- ii. Support groups with time management to ensure they finish in time.

At this point, your group should host an assembly to share their learning with their peers, and showcase their work. If you have the opportunity, working closely beforehand with local stakeholders relevant to your chosen emergency (eg. firefighters) will help ensure the message the children pass along are accurate and impactful. Taking pictures or recording the event can help the children reflect and evaluate their impact in later workshops sessions. Asking the audience to fill in surveys or give feedback also helps with later reflection tasks!

This assembly is an important experience in the project, and helps clarify learning so far, and increase children's confidence and preparedness for the later Local Learning Event which will include external stakeholders. You could also organise your Local Learning Event (including deciding the communication methods, venue, key questions and invitees) in parallel with your school assembly, if it suits your group.



LEARNING OBJECTIVES

1. Collect and review feedback from peers, teachers or parents who attended the event
2. Agree steps to take to ensure continued engagement

3C: Plenary/Reflection/Feedback - 60 minutes total

Session 1	
Introduction to Workshop 11	10 Minutes
<p>Activity overview: Children choose an ice-breaker of their choice.</p> <p>Instructions for facilitators:</p> <ol style="list-style-type: none"> Revisit Project Rules from Workshop 1. Revisit Timeline from Workshop 1 and reflect on the last workshop. Ensure children know where they are on the timeline and what will happen in this workshop. Look at photos/videos of the event as a class. Children discuss with a partner 'two stars and a wish'. Two positives about the event and one thing they wish they could change. Ask them to share their reflections with the class and record the children's ideas. 	
Feedback from key stakeholders	20 minutes
<p>Activity overview: Collect feedback on what audience took from the event and look ahead to gather ideas of how to promote and continue engagement, and begin planning for the local learning event.</p> <p>Instructions for facilitators:</p> <p>Key questions to survey audience and collect their feedback</p> <ol style="list-style-type: none"> How do you feel the event went? What was successful? What would you do differently? How are children going to continue to be engaged, and how can the school support this? How are they going to follow up on actions and continue to advocate? Record key points and ideas so that this can be used to refer back in the future. This could be typed up and displayed in the classroom, school, and circulated to school staff, other pupils and parents. This should lead onto a discussion of the next steps of the project and the planning of the upcoming Mutual Learning Event. <p>Resources:</p> <ul style="list-style-type: none"> Electronic or recording device to document discussion 	
Session 2	
Follow-up plans / legacy	20 minutes
<p>Activity overview: Look ahead to gather ideas of how to promote and continue engagement, and begin planning for the local learning event.</p> <p>Instructions for facilitators:</p> <p>Key questions for a plenary discussion are:</p> <ol style="list-style-type: none"> How does the class feel the assembly went? What was successful? What would they do differently? How are children going to continue to be engaged, and how can the school support this? 	

WORKSHOP 11



Save the Children

- iv. Record key points and ideas so that this can be used to refer back in the future. This could be typed up and displayed in the classroom, school, and circulated to school staff, other pupils and parents.
- v. This should lead onto a discussion of the next steps of the project and the planning of the upcoming Mutual Learning Event.

Journal

10 minutes

Close the workshop by handing out the children's journals. Ask the children to reflect on what they have learned; what they liked best; what they want to know more about. Collect journals once completed.



LEARNING OBJECTIVES

1. Evaluate and assess the project from the children's point of view
2. Critically reflect on what went well and what areas needed improvement
3. Peer-to-peer feedback on their group work in a constructive and respectful way

3D: Monitoring and Evaluation activities: Reflection/ What have we learned? (70 minutes)

Session 1

Introduction to Workshop 12

15 Minutes

Activity overview:

Children have time to reflect and evaluate the project the whole project individually and in groups

Instructions for facilitators:

- i. Revisit Project Rules from Workshop 1.
- ii. Revisit Timeline from Workshop 1 and reflect on the last workshop. Ensure children know where they are on the timeline and what will happen in this workshop.

Narrative Mapping / Head, Heart and Hands

15 minutes

Activity overview:

Review the project activities and assess how the project went from participants' point of view.

Instructions for facilitators:

- i. Children tell what they did and in what order
- ii. Each activity is written on a card and placed on a river on flip chart paper
- iii. Collaboratively, all activities are put into order, their relevance in relation to the overall project is discussed
- iv. Future avenues are explored

Resources:

- Flip chart, pens
- Pieces of paper/ post-its

OR

Activity overview:

Explore how children felt about the project, what they learned and what they did and reflect on a session or the project as a whole

Instructions for facilitators:

- i. Split children into groups
- ii. Draw the outline of a giant person on flipchart paper. Ask the children to discuss in their groups how they feel about the project (heart), what they learned (head), and they will do next (hands or feet). Ask them to write their responses onto the paper.
- iii. Feed back to other groups: discuss if everyone agrees; was anything missed out; would they do anything differently next time; was their experience different or similar to that of others?

Resources:

- Flip chart, pens
- Pieces of paper
- NB please see these resources for additional activities for monitoring child participation:
http://resourcecentre.savethechildren.se/me_toolkit_booklet_5.pdf
- <http://resourcecentre.savethechildren.se/library/arc-resource-pack-actions-rights-children-english-version>



Session 2

Interviews

30 minutes

Activity overview:

An opportunity to get evaluative feedback from the group following the event

Instructions for facilitators:

- i. Split children into groups
- ii. Facilitators should ensure they are capturing the feedback either via recording device, on camera or in written form. Ensure the method you use is covered by the consent obtained prior to working with your group of children.
- iii. Each group appoints a journalist (radio presenter) who gets a list of questions. The journalist asks group members questions, takes notes and presents the results back “on air”

Resources:

- Recording devices and/or cameras
- Paper and pens

Timeline and Journal

10 minutes

Close the workshop by reviewing the timeline to see what has been achieved over the 12 workshops, and hand out the children's journals. Ask the children to reflect on what they have learned: what they liked best, what they want to know more about, what they will do to ensure other pupils are aware of hazards in their homes, school and community. Collect journals once completed.

ANNEX 1: WORKSHOP OBJECTIVES



Save the Children

SECTION 1: DISCOVER AND ASK QUESTIONS

Workshops	Objectives
1A: Introduction to Take Care and Children's Rights	<ol style="list-style-type: none"> 1. Understand the Take Care project, what will happen as a result of it and when events will take place 2. Introduction to the UN Convention on the Rights of the Child with a focus on Article 12
1B: Immersion	<ol style="list-style-type: none"> 1. Increase their knowledge about disasters and related key terms 2. Begin to use investigative skills to identify risks and hazards
1C: Hazard and Risk	<ol style="list-style-type: none"> 1. Understand and explain the difference between vulnerability and resilience 2. Identify and locate hazards and risks in school, home and community
1D: Pose questions	<ol style="list-style-type: none"> 1. Increase knowledge of hazards (both at home and school) in their local context 2. Agree on a priority hazard to focus on for the remainder of the project
1E: Monitoring activities	<ol style="list-style-type: none"> 1. Monitor changes in children's understanding, ideas, and conclusions

SECTION 2: INVESTIGATE AND TAKE ACTION

Workshops	Objectives
2A: Research prioritised hazard	<ol style="list-style-type: none"> 1. Ask questions about ONE type of emergency 2. Choose and define questions for research of prioritised hazard
2B: Preparedness at home and in the community	<ol style="list-style-type: none"> 1. Understand the importance of readiness/preparedness and how to guard against risk 2. Begin to apply this learning to their chosen hazard and identify risks at home
2C: Create a child-led community action plan	<ol style="list-style-type: none"> 1. Identify, locate and prioritise hazards and risks in the community 2. Discuss effects and predict how they may affect the area in the future 3. Expand understanding of who helps in the event of an emergency 4. Begin to prepare for Section 3
2D: Monitoring activities	<ol style="list-style-type: none"> 1. Monitor changes in children's understanding, ideas, and conclusions

ANNEX 1: WORKSHOP OBJECTIVES



Save the Children

SECTION 3: SHARE IDEAS AND ADVOCATE

Workshops	Objectives
3A: Choose and create a communication plan	<ol style="list-style-type: none">1. Identify which stakeholders need to know the key messages and actions related to the prioritised hazard2. Assess and choose an appropriate form(s) of communication
3B: Host an event or exercise to raise awareness	<ol style="list-style-type: none">1. Child-led event to present information on their prioritised hazard is successfully completed
3C: Plenary / Reflection / Feedback	<ol style="list-style-type: none">1. Collect and review feedback from stakeholders who attended the event2. Agree steps to take to ensure continued engagement
3D: Monitoring and evaluation activities	<ol style="list-style-type: none">1. Evaluate and assess the project from the children's point of view2. Critically reflect on what went well and what areas needed improvement3. Peer-to-peer feedback on their group work in a constructive and respectful way

ANNEX 2: ADDITIONAL RESOURCES



Save the Children

Save the Children resources

- Every Child's Right to be Heard: a resource guide on the UNCRC Article 12 <http://resourcecentre.savethechildren.se/sites/default/files/documents/5259.pdf>
- Practice Standards in Children's Participation <http://resourcecentre.savethechildren.se/sites/default/files/documents/3017.pdf>
- A Toolkit for Monitoring and Evaluating Children's Participation:
 - Booklet 1: Introduction <http://resourcecentre.savethechildren.se/sites/default/files/documents/5259.pdf>
 - Booklet 2: Measuring the creation of a participatory and respectful environment for children http://resourcecentre.savethechildren.se/sites/default/files/documents/me_toolkit_booklet_2.pdf
 - Booklet 3: How to measure the scope, quality and outcomes of children's participation http://resourcecentre.savethechildren.se/sites/default/files/documents/me_toolkit_booklet_3_low_res1.pdf
 - Booklet 4: A 10-step guide to monitoring and evaluating children's participation http://resourcecentre.savethechildren.se/sites/default/files/documents/me_toolkit_booklet_4_low_res1.pdf
 - Booklet 5: Tools for monitoring and evaluating children's participation <http://resourcecentre.savethechildren.se/library/toolkit-monitoring-and-evaluating-childrens-participation-tools-monitoring-and-evaluating>
 - Booklet 6: Children and young people's experiences, advice and recommendations <http://resourcecentre.savethechildren.se/library/toolkit-monitoring-and-evaluating-childrens-participation-children-and-young-peoples>
- Putting Children at the Centre: a practical guide to children's participation <http://resourcecentre.savethechildren.se/library/putting-children-centre-practical-guide-childrens-participation>

Child-Centered and Child-Participatory Approaches

- Children's Charter: An Action Plan for Disaster Risk Reduction for Children by Children, PLAN International, 2010 (For Framework Section 3) <https://plan-international.org/childrens-charter-disaster-risk-reduction>
- Children and disaster risk reduction: taking stock and moving forward, UNICEF, 2009 (For Framework Section 1 – Convention on the Right of the Child) <http://www.preventionweb.net/english/professional/publications/v.php?id=12085>
- Child Centered Disaster Risk Reduction Toolkit, PLAN INTERNATIONAL, 2010 (For Framework Section 1 and 2 – Examples of activities) <https://plan-international.org/child-centred-disaster-risk-reduction-toolkit>
- Child-led disaster risk reduction: a practical guide, Save the Children International, 2007 <http://www.preventionweb.net/english/professional/trainings-events/edu-materials/v.php?id=3820>
- Child-oriented participatory risk assessment and planning: a toolkit, Prevention – ADPC, 2007 (For Framework Section 2 – Examples of activities) https://www.gdnonline.org/resources/ADPC_CDP_COPRAP_toolkit.pdf
- Children in Disasters – Games and Guidelines to engage youth in risk reduction, International Federation of Red Cross and Red Crescent Societies, 2010 (Tool with examples of activities and games, for Framework section 1 and 2) http://www.preventionweb.net/files/16726_16726childrenindisastersgamesandgui.pdf
- Better be prepared, International Federation of Red Cross and Red Crescent Societies (IFRC); ProVention Consortium; United Nations Children's Fund (UNICEF) (Tool with examples of activities and games, for Framework section 1 and 2) http://preparecenter.org/sites/default/files/modulo_1-education_organization_and_preparation_for_risk_reduction_eng.pdf
- http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1056/Better_Be_Prepared.pdf
- An Evidence-Based Practice Framework for Children's Disaster Education, Bushfire and Natural Hazards Cooperative Research Centre, 2015 (For Monitoring and Evaluation) <http://www.bnhcrc.com.au/resources/poster/1986>
- Child-Led Evaluation of the PPA Programme in Cambodia, Plan International, UK Aid, 2015 (For Monitoring and Evaluation) https://resourcecentre.savethechildren.net/node/9797/pdf/plan_uk_-_acinonyx_cervidae_hircus_child-led_evaluation_of_the_ppa_programme_in_cambodia.pdf

ANNEX 2: ADDITIONAL RESOURCES



Save the Children

Education Policy: Comprehensive School Safety

- Towards a culture of prevention: disaster risk reduction begins at school, good practices and lessons learned, UNISDR, Geneva, 2007 <http://www.preventionweb.net/english/professional/trainings-events/edu-materials/v.php?id=3920>

School Disaster Management

- School disaster reduction and readiness checklist, RISK RED, 2010 (For Framework Section 2) <http://www.preventionweb.net/english/professional/trainings-events/edu-materials/v.php?id=15316>
- Disaster and emergency preparedness: guidance for schools, IFC, World Bank, 2010 (For Framework Section 2 – see Addenda section) <http://www.preventionweb.net/english/professional/trainings-events/edu-materials/v.php?id=13989>
- School disaster response drills: models and templates, Risk Red, 2009 (For Framework Section 2) <http://www.preventionweb.net/english/professional/trainings-events/edu-materials/v.php?id=15319>
- An investigation of best practices for evacuating and sheltering individuals with special needs and disabilities, National Clearinghouse for Educational Facilities, 2005 (For Framework Section 2) <http://www.preventionweb.net/english/professional/trainings-events/edu-materials/v.php?id=15321>

Climate-Smart Disaster Risk Reduction Education

- Family disaster plan, Risk RED, Turkey, 2005 (For Framework Section 2) <http://www.preventionweb.net/english/professional/trainings-events/edu-materials/v.php?id=6653>
- Adaptation and localization - Guidelines for development of disaster risk reduction public education materials, Risk RED, 2008 <http://www.preventionweb.net/english/professional/trainings-events/edu-materials/v.php?id=15323>
- What's the plan Stan? A resource for teaching civil defence emergency management in schools, New Zealand Government, 2009 (For Workshop Planning - Framework Section 1 and 2) <http://www.preventionweb.net/english/professional/trainings-events/edu-materials/v.php?id=4453>
- Disaster and emergency preparedness: activity guide for K-6th grade teachers, IFC, World Bank, 2010 <http://www.preventionweb.net/english/professional/trainings-events/edu-materials/v.php?id=13988>
- Prep Rally Kit, Save the Children USA: Get Ready, Get Safe Initiative website (For Framework Section 1 and 2) http://www.savethechildren.org/site/c.8rKLIXMGlp4E/b.9085951/k.B899/Get_Ready_Get_Safe_Community.htm#PrepRally
- Riskland Game, UNISDR – UNICEF <http://www.unisdr.org/2004/campaign/pa-camp04-riskland-eng.htm>
- Sendai Framework for disaster risk reduction for children and Facilitator's note, Children in a Changing Climate (For Framework Section 2) <https://www.dropbox.com/sh/61rb0xjfs44lp8n/AAQs-ZnYgQ0Vau5HQQM6tm-a?dl=0>

Additional Resources

- Action for the rights of children - resource pack, ARC, 2010. This comprehensive package for children's rights contains seven foundation modules. Introductory slides provide an overview of the module. Each topic includes valuable training exercises and handouts. Particularly relevant are: Foundation Module 1, 2, 4, 5, 6 and Critical Issue 2 and 3. <http://www.preventionweb.net/english/professional/trainings-events/edu-materials/v.php?id=15329>
- For Monitoring and Evaluation of Participation Activities see ARC Foundation Module 4 – Section 7 <http://resourcecentre.savethechildren.se/library/arc-resource-pack-actions-rights-children-english-version>
- Comprehensive School Safety: A Toolkit for Development and Humanitarian Actors in the Education Sector, Save the Children – UNICEF, 2012 http://www.preventionweb.net/files/29491_29491comprehensiveschoolsafetytoolk.pdf
- PreventionWeb's Educational Materials Collection (provided by the UN International Strategy for Disaster Reduction). The collection has more than 2000 items on disaster risk reduction and education <http://www.preventionweb.net/go/edu-materials/>
- InterAgency Network for Education in Emergencies (INEE), Key Thematic Issues. Disaster Risk Reduction

ANNEX 2: ADDITIONAL RESOURCES



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Additional Resources (continued)

- http://toolkit.ineesite.org/inee_minimum_standards/implementation_tools/%3Ch3%3Ekey_thematic_issues%3Ch3%3E/disaster_risk_reduction
- Edu4DRR Teachers' Network
- <http://www.edu4drr.org>
- An extensive collection of Spanish language materials is also available, through Centro Regional de Información sobre Desastres América Latina y El Caribe (CRID) - Educación y gestión del riesgo:
- <http://educacionygestiondelriesgo.cridlac.org/>
- <http://www.unisdr.org/2004/campaign/pa-camp04-riskland-eng.htm>
- Sendai Framework for disaster risk reduction for children and Facilitator's note, Children in a Changing Climate (For Framework Section 2) <https://www.dropbox.com/sh/61rb0xjfs44lp8n/AAQs-ZnYgQ0Vau5HQQM6tm-a?dl=0>

Terminology

- <http://www.unisdr.org/we/inform/terminology>
- <http://www.preventionweb.net/english/professional/terminology/>

ANNEX B: CURRICULUM FIT



Save the Children

Links to the National Curriculum in: England

Take Care runs as a 12-week workshop format and is best delivered for children in KS2 (P5/P6). Take Care demonstrably contributes to National Curriculum. By taking part in Take Care we aim for pupils to develop skills in the following subject areas:

PSHE	GEOGRAPHY	SCIENCE
How to manage risk to physical and emotional health & wellbeing.	Identify seasonal and daily weather patterns in the UK and the geographical elements needed for some particular weather events.	Recognise that environments can change and that this can sometimes pose dangers to living things.
Ways of keeping physically and emotionally safe.	Understand geographical similarities & differences through the study of human & physical geography of a region of the UK.	Observe changes across the four seasons and describe weather associated with the seasons.
How to respond in an emergency.	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.	Identifying differences, similarities or changes related to simple scientific ideas and processes.

There is a further fit to SMSC (SMSC stands for spiritual, moral, social and cultural development):

Spiritual: An ability to show courage and persistence.

Moral: A respect for other's needs, interests and feelings, as well as their own.

Social: Show respect for people, property and environment.

Cultural: Understand different ways of responding and coping with an emergency.

ANNEX B: CURRICULUM FIT



Save the Children

Links to the National Curriculum in: Wales

PSHE	GEOGRAPHY	SCIENCE
Learning opportunities and experiences which reflect the increased independence and physical and social awareness of learners.	Pupils develop their geographical skills, knowledge and understanding through learning about places, environments and issues.	Pupils should be able to communicate clearly by speech, writing, drawings, diagrams, charts, tables, and ICT packages, using relevant scientific vocabulary.
Engage in a wide range of personal and social issues that require decision-making and action through planning personal responses, developing understanding, and reflecting upon outcomes for themselves and others.	Explore the reasons for economic and environmental issues that affect communities in Wales, including their own.	Pupils should be given opportunities to carry out different types of enquiry, e.g. pattern-seeking, exploring, classifying and identifying, making things, by following the planned approach/ method, revising it where necessary, and where appropriate.
Use the context of emergencies to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.		Pupils turn ideas suggested to them, and their own ideas, into a form that can be investigated. They outline the planned approach/method recognising, deciding upon and giving some justification for each of the following when appropriate: any hazards and risks to themselves and others.

Take Care also supports learning on the following ESDGC themes:

- The natural environment
- Climate change
- Choices and decisions
- Health

ANNEX B: CURRICULUM FIT



Save the Children

Links to the National Curriculum in: Scotland

Take Care demonstrably contributes to the four capacities within the Curriculum for Excellence:

- Successful learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

By taking part in Take Care we aim for pupils to develop skills in the following subject areas:

HEALTH AND WELL-BEING	GEOGRAPHY	SCIENCE
Key outcome: Engages children and young people and takes account of their views and experiences, particularly where decisions are to be made that may impact on life choices	Key outcome: recognise the impact the sciences make on my life, the lives of others, the environment and on society	
Social wellbeing: Children will be able to explore their rights and will be able to exercise these rights appropriately and accept the responsibilities that go with them. Children contribute their views, time and talents, and play a part in bringing about positive change in their school and wider community.	I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape.	Through connections with collaborative studies of landscape, weather and climate in social studies, learners build up an integrated picture of the dynamic nature of Earth.
Physical wellbeing: Children learn to assess and manage risk, to protect themselves and others, and reduce the potential for harm when possible. Children know and can demonstrate how to keep themselves and others safe and understand how to respond in a range of emergency situations.	Apply safety measures and take necessary actions to control risk and hazards	Learners explore the changing states of matter and the physical and chemical processes which influence Earth's atmosphere and oceans.
		By investigating how water can change from one form to another, I can relate my findings to everyday experiences.

ANNEX B: CURRICULUM FIT



Save the Children

Links to the National Curriculum in: Northern Ireland

By taking part in Take Care we aim for pupils to develop skills in the following subject areas. Below are the suggested links to the curricula:

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING KEY FOCUS: STRAND 1 (INTERDEPENDENCE)	THE ARTS: DRAMA	THE WORLD AROUND US: GEOGRAPHY, HISTORY, SCIENCE AND TECHNOLOGY	THE WORLD AROUND US: THINKING SKILLS AND PERSONAL CAPABILITIES PROGRESSION FRAMEWORK
Personal Understanding and Health How to sustain their health, growth and well-being and coping safely and efficiently with their environment	Explore a range of cultural and human issues in a safe environment by using drama to begin to explore their own and others' feelings about issues, and by negotiating situations both in and out of role (Workshop 11)	Interdependence Pupils should be enabled to explore: -interdependence of people and the environment	Working with Others – Learning with and from others, Roles and Responsibilities, Influencing and negotiation
Mutual Understanding in the Local and Wider Community -human rights and social responsibility -playing an active and meaningful part in the life of the community and being concerned about the wider community		Movement and energy -how movement can be accelerated by human and natural events such as wars, earthquakes, famine or floods	Managing Information – Questioning and Planning, Finding and Selecting, Using Information
Theme 1: Self Awareness -Know how to confidently express our views and opinions in unfamiliar circumstances			Being Creative – Curiosity, Exploration, Flexibility, Resilience
Theme 4a: Safety -Be aware of basic emergency procedures and first aid -Know where, when and how to seek help -Develop a pro-active and responsible approach to safety.		By investigating how water can change from one form to another, I can relate my findings to everyday experiences.	

ANNEX B: CURRICULUM FIT



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Theme 6: Rules, Rights and Responsibilities Consider our rights and responsibilities as members of the community.			
Theme 9: Learning to Live as Members of the Community Explore how the media presents information Appreciating the interdependence of people within the community			

ANNEX C: GLOSSARY OF TERMS



Save the Children

Links to the National Curriculum in: Northern Ireland

The below is designed to help contextualise the definitions of terms that are likely to come up when interacting with the Take Care project. These are not meant to be child-friendly definitions. Rather, these are the official definitions the UK Government uses regarding these words and phrases.

PRIMARY TERM	ABBREVIATION OR ACRONYM	DEFINITION	GEOGRAPHY OR JURISDICTION TO WHICH THE TERM IS RESTRICTED
Catastrophic emergency		An emergency which has an exceptionally high and potentially widespread impact and requires immediate central government direction and support.	<i>Note: defined by Cabinet Office (2010) Central Government Arrangements for Responding to an Emergency</i>
Civil Contingencies Act (2004)	CCA	Act of 2004 which established a single framework for Civil Protection in the United Kingdom. Part 1 of the Act establishes a clear set of roles and responsibilities for Local Responders; Part 2 of the Act establishes emergency powers.	<i>Note: in the UK civil protection context the CCA may often be referred to as 'The Act'</i>
Community Risk Register	CRR	A register communicating the assessment of risks within a Local Resilience Area which is developed and published as a basis for informing local communities and directing civil protection workstreams.	
Disaster		Emergency (usually but not exclusively of natural causes) causing, or threatening to cause, widespread and serious disruption to community life through death, injury, and/or damage to property and/or the environment.	
Disaster cycle		Sequence of four civil protection phases: preparedness, mitigation, response and recovery used in some guidance documents and academic papers.	
Emergency		An event or situation which threatens serious damage to human welfare in a place in the UK, the environment of a place in the UK, or the security of the UK or of a place in the UK.	<i>Note: to constitute an emergency this event or situation must require the implementation of special arrangements by one or more Category 1 responder.</i>

ANNEX C: GLOSSARY OF TERMS



Save the Children

Emergency Plan		A document or collection of documents that sets out the overall framework for the initiation, management, co-ordination and control of personnel and assets to reduce, control or mitigate the effects of an emergency.	<i>Note: defined by Cabinet Office (2010) Central Government Arrangements for Responding to an Emergency</i>
Emergency preparedness		The extent to which emergency planning enables the effective and efficient prevention, reduction, control and mitigation of, and response to emergencies.	
Hazard		Accidental or naturally occurring (i.e., non-malicious) event or situation with the potential to cause death or physical or psychological harm, damage or losses to property, and/or disruption to the environment and/or to economic, social and political structures.	
Level of emergency		Cabinet Office (2010) Central Government Arrangements for Responding to an Emergency defines three levels of emergency of national significance. These are, in descending order of magnitude, catastrophic emergency (Level 3); serious emergency (Level 2); significant emergency (Level 1). Below the national level there is a further category, local emergency, the response to which is conducted by local responders, where necessary in conjunction with local government.	<i>Note: in the case of a catastrophic or serious emergency, central government provides direction; in a significant emergency the central government provides support and nominates a lead government department</i>
Disaster cycle		Sequence of four civil protection phases: preparedness, mitigation, response and recovery used in some guidance documents and academic papers.	
Local emergency		Emergency with local impact, the response to which is conducted by local responders, where necessary in conjunction with local government.	
Local Resilience Forum		Process for bringing together all the category 1 and 2 responders within a police force area for the purpose of facilitating co-operation in fulfilment of their duties under the Civil Contingencies Act.	<i>Note: In Scotland and Northern Ireland there are different bodies that operate.</i>

ANNEX C: GLOSSARY OF TERMS



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Preparedness		Process of preparing to deal with known risks and unforeseen events or situations that have the potential to result in an emergency.	
Psycho-Social Support		Activity aimed at strengthening the coping strategies of individuals or communities involved in or affected by an incident.	
Recovery		The process of rebuilding, restoring and rehabilitating the community following an emergency.	<i>Note: a fuller definition is as follows: Process of rebuilding, restoring and rehabilitating the community following an emergency or disaster, continuing until the disruption has been rectified, demands on services have been returned to normal levels, and the needs of those affected have been met</i>
Resilience		Ability of the individual, community, services, area or infrastructure to detect, prevent, and, if necessary to withstand, handle and recover from disruptive challenges.	
Risk		Measure of the significance of a potential emergency in terms of its assessed likelihood and impact.	
Serious emergency		Lowest level of emergency (Level 1), requiring central government support through a nominated lead government department. See also catastrophic emergency (Level 3); serious emergency (Level 2).	<i>Note: defined by Cabinet Office (2010) Central Government Arrangements for Responding to an Emergency</i>
Significant emergency		Process for bringing together all the category 1 and 2 responders within a police force area for the purpose of facilitating co-operation in fulfilment of their duties under the Civil Contingencies Act.	<i>Note: In Scotland and Northern Ireland there are different bodies that operate.</i>
Vulnerability		Susceptibility of individuals or community, services or infrastructure to damage or harm arising from an emergency or other incident.	

GET IN TOUCH

If you have any questions, need advice or want to request any resources, you can email us anytime at supportercare@savethechildren.org.uk

You can call us too on:
020 7012 6400

Save the Children does whatever it takes – every day and in times of crisis- transforming children's lives and the future we share.

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