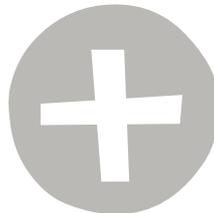


**LESSON**  
**5**

**EMERGENCY!**



# LESSON 5

# EMERGENCY!



## OBJECTIVES

- 1 Think about what emergencies mean at different scales, and the different human and physical factors that cause them
- 2 Investigate how conflict can change communities by focusing on the experiences of refugees
- 3 Examine the different and specific types of consequences of emergencies for children

Learners also get the opportunity to work in a variety of groups, to make justified arguments, and to respond creatively to what they learn.



## RESOURCES



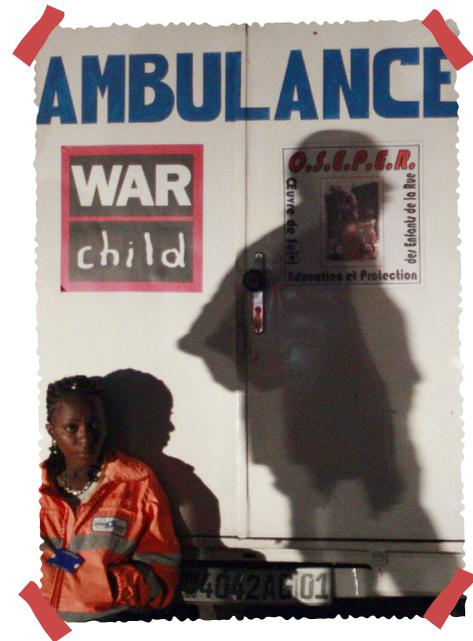
### In the classroom

- ➔ Key statistics from 'Conflict Briefing' worksheet, cut up for each group of children
- ➔ Copies of the 'Mystery Activity' worksheet, cut up for each pair or group of learners



### On screen

- ➔ Watch 'Alice' from the War Child UK YouTube channel [youtube.co.uk](https://www.youtube.co.uk) (search term 'War Child UK')
- ➔ *Optional* 'War Child – Children of Syria Appeal' from the War Child UK YouTube channel [youtube.co.uk](https://www.youtube.co.uk) (search term 'War Child UK')
- ➔ PowerPoint presentation: 'Lesson 5: Emergency!'



## KEY TERMS AND QUESTIONS

What is an emergency?

**REFUGEE**

What might an emergency be for an individual, a community or a country?

**REFUGEE CAMP**

**INTERNALLY  
DISPLACED PERSON**

**EMERGENCY**

What effects do emergencies have on children? Are they direct or indirect?

**HUMANITARIAN**

What does War Child do to help give children affected by emergencies a sense of normalcy/childhood?

**MIGRATION**



# ACTIVITIES



10–15  
minutes

## Starter game

**Start by making sure everyone in the class feels secure by letting learners know that this lesson is about ‘emergencies’. Some learners in the class might have been in an emergency but they don’t have to share anything about it if they don’t wish to.**

Ask learners whether they or anyone they know has ever had to dial 999.

If they don’t mind sharing, ask one or two learners why the call had to be made. What happened? Was it an emergency?

Alternatively, you could share a story you know or choose an incident from a local paper that involved the emergency services.

Ask learners what they think constitutes an emergency.

- ❓ What’s the difference between a problem and an emergency?
- ❓ Is it about urgency, a threat to life, possessions, relationships?
- ❓ Are some emergencies more serious than others?
- ❓ What might the most serious emergencies involve?

Ask learners to think about emergencies that might affect whole families, communities or countries.

	HUMAN CAUSE	PHYSICAL CAUSE
LARGE SCALE		
SMALL SCALE		

Split the board in four and put ‘human cause’ and ‘physical cause’ on different sides at the top, and ‘small scale’ and ‘large scale’ along the side to look at the different types and scales of emergencies.

You could prompt by asking learners to think about tectonic activities or flooding, and human emergencies such as war, abduction, disease or famine. You could point out that in some cases emergencies have both physical and human causes.



25 – 30  
minutes

## Main activity

The main activities give learners the chance to focus on a current or recent conflict using the separate information sheets and worksheets.

**First, spend a few minutes watching and discussing the short film 'Alice' from the War Child UK YouTube channel. Ask learners what caused an emergency in Alice's life, and what the consequences of her emergency were.**

Then learners work in pairs or small groups to look in more depth at how an emergency can impact on a child's life by completing the 'Mystery Activity' worksheet, cut up to separate the clues.



Using slide 2 of the 'Lesson 5: Emergency!' PowerPoint, learners read the key facts and mystery question and give their initial thoughts about the possible answers.

Explain that the character they're focusing on isn't a real person but their experiences reflect those of many children affected by war. The clues are inspired by the real stories children have shared with War Child staff about what they have seen and experienced.

Learners then sort the clues into 'important' 'not important' or 'not sure' and come up with a theory to address the key question.

After each group has shared their theory with another group, you could reveal Lilith's quote on slide 3 of the PowerPoint that helps answer the mystery. **It's important to note that there are many possible answers.**

Finally, ask learners to identify the different sorts of support that children like Lilith need. How important are education, security, food, shelter, healthcare or any other basic needs to her? What one thing would help children like Lilith begin to rebuild their lives?





10–15  
minutes

## Plenary

Having focused on an example scenario of, the plenary helps learners reflect that the story is repeated thousands or even millions of times around the world.

Learners work in groups as indicated on the *'Conflict Briefing'* worksheet – give each group the two corresponding key statistics and tell them to illustrate one or both of these to the rest of the school by taking a photo or short video of themselves. They then show the rest of the class.



### Further resources

If there's time you could share some different perspectives and information about emergencies and refugees, for instance:

**Film:** CBC's Newsround website has short films and reports on current conflicts, and is a good place to find up-to-date films on emergencies from children's points of view.

**Website:** The UNHCR website [www.data.unhcr.org](http://www.data.unhcr.org) is a portal for information on current emergencies, up to date statistics and background information on conflict, and a good starting point for further research. Learners can look in more depth at issues like education and protection, study demographics and graphs.



### Further learning

Having focused on a particular conflict and emergency for children during the lesson, learners could follow this up by researching more on that location using the websites above and the latest news and blogs from War Child UK. They could focus on using research to answer the question 'How does war and conflict affect development?' thinking about the effects on areas like education, health, economic development and population.



### Further action

Learners could use the photos or video they took during the lesson activities as the starting point to tell the rest of the school about what's happening around the world and how children can be affected by conflict. The short film *'War Child – Children of Syria Appeal'* on the War Child UK YouTube channel could be used as a prompt or inspiration for this activity.

Check out War Child's current campaigns, share your voice and get involved at [warchild.org.uk/campaigns](http://warchild.org.uk/campaigns)



# CONFLICT BRIEFING SHEET:

## SYRIA

The 'Arab Spring' reached Syria in March 2011 but was resisted by President Assad's regime, and conflict in Syria has contributed to wider unrest, instability and conflict in the Middle East. Protests were met with a brutal response from the country's security forces, and civilian populations have been attacked with heavy weaponry. The initial clashes resulted in a full-blown civil war where all sides of the conflict have committed violations against children.

Estimates indicate that over 100,000 people were killed in the first two years of fighting, and nearly three million had fled by mid-2014 over the borders as refugees into Lebanon, Turkey, Jordan and Iraq. Over half of them were children.

Stories have emerged of children being detained, tortured and even used as human shields. In August 2013 chemical weapons were allegedly used against civilians.

*How would learners communicate these key facts about the Syrian conflict to other young people, using the medium of photo or video?*

<ul style="list-style-type: none"> <li>➔ 12 children: killed in the Syrian conflict every day</li> <li>➔ Around 4 in 10 people: refugees living outside Syria or internally displaced (meaning they have left their home but are still living inside Syria)</li> </ul>	<b>12 learners</b>
<ul style="list-style-type: none"> <li>➔ 3 children: forced to leave their home every minute</li> <li>➔ 3 million Syrians: living outside Syria (they are refugees)</li> </ul>	<b>At least 6 learners</b>
<ul style="list-style-type: none"> <li>➔ 3 out of 5: Syrian children missing out on school once they leave their country</li> <li>➔ 5,000 people per day: flee from Syria</li> </ul>	<b>5/10 learners</b>

*The information and statistics are accurate at the time of production and are designed to be used to stimulate discussion around the consequences of emergencies for young people. Conflict has profound impacts on countries that can change rapidly as the conflict changes. The facts and statistics do not therefore necessarily represent the ongoing reality of the conflict over time but a snapshot of its impacts on children at time of production. Updated facts and statistics can be found via the War Child website.*

# LILITH'S MYSTERY

Cut up the clues for each group of learners

Lilith's mum is expecting a baby in two months	Lilith used to be top of her class at school	Four out of five children like Lilith are missing out on going to school
Refugees do not often have the right to work (have a job) in Jordan	Lilith used to enjoy writing stories but has forgotten how to write many words	Lilith has met lots of children in Jordan
Lilith's old house was destroyed by a bomb. Lilith bumped her head when it happened and fell unconscious	Lilith has three older brothers and a younger sister	When Lilith left her old house she left her favourite teddy behind by mistake and it makes her sad
One day, a bomb hit Lilith's school. Luckily, it wasn't a school day	Lilith has yellow skin because she doesn't always get enough to eat	When Lilith left her old home she had to leave behind her clothes, her books and her friends
Lilith is afraid of loud noises, and gets really scared whenever there's a celebration with fireworks	The last time Lilith saw her dad, he was being taken away by a group of men with guns	Lilith has heard stories about children, like her, being attacked by men in the washrooms by her tent
Lilith is Syrian	Lilith has nightmares every night about soldiers and bombs	When Lilith's family left their old home they had to go really quickly. Lilith's mum didn't even have time to go to the bank or say goodbye to anyone
Lilith lives in a tent made from plastic and wood	There are over half a million refugees from Syria living in Jordan	Some children think yellow skin is a sign of a disease that you can catch