

Emergency! What happens at CAFOD?

Please share this resource with Geography colleagues! Thank you.

NEW Emergency resources on our website:

Emergency! Four-minute film following young people exploring what happens at CAFOD in an emergency.

Flood! Board game in which small groups work to protect a community threatened by floods and see the impact of their decisions.

Flowchart Details of what CAFOD does in an emergency.

All at: cafod.org.uk/secondary/emergencies

Why these resources?

In solidarity with communities affected by humanitarian emergencies overseas, many young people fundraise for CAFOD; they deserve to know how we are responding on their behalf. Often we meet young people who assume that their money is simply sent overseas or used to buy items that are then left with the people they have been fundraising to help. These resources show that a good emergency response is far more complex.

In our long-term development work and in humanitarian emergencies, CAFOD works through partners—local organisations in more than 40 countries—people who know the local culture and their own communities' needs. Based on Catholic Social Teaching, working in partnership respects the dignity of local people and recognises their ability and right to be the agents of their own development.

Please use these resources with sensitivity, as some young people in your group may themselves have been affected by an emergency here or overseas. Thank you.

One way to use these resources

Below is one suggested session outline for a classroom or youth group. Please feel free to adapt it according to time and ability.

- Show a recent emergency poster or news clip as stimulus. Ask young people to name some recent humanitarian emergencies and identify their own big questions around emergencies.
- Watch the film of young people finding out what happens when an emergency strikes.
- Do a flowchart activity (see separate box) to explore in greater depth.
- Play the game, deciding how to spend funds, seeing the results of decisions.
- Debrief using the guidelines on page 4 of the game sheet.
- Ask: Have your big questions been answered? What will you do next?
- End with a prayer from a CAFOD emergency presentation or invite young people to say their own prayers.

For alerts about new free resources, sign up to our secondary e-newsletter at cafod.org.uk/secondary

Activities using the flowchart

- Challenge young people to write on post-its the different things that they think need to happen as part of an emergency response, then arrange into a flowchart. Compare with CAFOD flowchart.
- Memory Game: Give five minutes to look at the chart, five minutes to write down as much as they remember. Check and discuss. Vary the time allowed, according to individuals' ability.
- Blank out some boxes before photocopying. Challenge to fill in the blanks before or after watching the film. Blank more/fewer boxes for differentiation. Completed charts can be kept as evidence of learning.
- Photocopy, then cut the chart into pieces. Challenge to reassemble it.
- Role play: each person takes role of one person on the flowchart. Challenge to create a phone call with one or more people with whom they would need to speak in order to complete their job with the best possible effect.
- Discuss the refugee emergency kit. Design a kit for a different type of emergency: for example, drought in Kenya, flood in Sri Lanka, war during winter.
- Give each group a different emergency - flood, volcano, war, earthquake, drought. Use the flowchart as a template to plan how they, as an aid agency, might help local people to respond.
- Allow groups to use the flowchart as a crib sheet to answer questions on an emergency. For example, what are the immediate needs of survivors, what problems might CAFOD encounter, on what grounds might it choose to respond/not respond, why work in partnership with local people, how might emergency work lead on to long-term development work? Feed back and discuss.

Information for teachers

KS3, KS4, Post-16

These flexible resources can be used with different age groups and abilities.

Learning outcomes

These resources help young people to:

- know and understand some of the challenges faced by communities and aid agencies in a humanitarian emergency.
- know, understand and analyse CAFOD's emergency response.
- explain how partnership, which is based on Catholic Social Teaching, makes emergency work more effective.

Curriculum links

KS3: RE Curriculum Directory 4.4 Human Community; 4.6 Love of Neighbour.

KS4: GCSE RE - eg Edexcel 2RS01 3.2; 10.1; AQA RS A 3.4.6; RS B 3.3.6

GCSE Geography - eg AQA 3.1B. Water on the Land

Post-16: A level Geography - eg Humanitarian work; Global hazards, etc

Going further

- News about recent emergencies
- cafod.org.uk/emergencies
- blog.cafod.org.uk/tag/emergencies/
- Resources during emergencies
In a major emergency, we produce a presentation for young people with a prayer and information:
cafod.org.uk/secondary/emergencies
- Fundraising
Feel inspired to help? Need ideas?
cafod.org.uk/atozfundraising

Stage 1 1-8 weeks

The Response team is in regular contact with the Management team back in London.
Regular Management team meetings assess progress and change the response plan as needed.

Stage 2 >6 months

Stage 3 >3-5 years



Hi CAFOD.
It's Tess from Caritas*. We have a developing emergency. Can you prepare to help us?

Of course, Tess, we'll assemble a team...

The Management team asks:

How many are affected? →



Tess, Robert is experienced in assessing needs. He's flying out tonight to help you with that...

What people and skills do our **partners**** have and what help and resources are they asking for? →



CAFOD has been our partner for years so I know you'll work with us on this. Thanks for putting us in touch with your other partners here to share our skills...

What resources are **Caritas and other agencies** already planning to supply? →



Hi Christian Aid. What are you supplying in the disaster area?

How much extra **money** do we need to raise and how will we raise it? →



Hi Dan. Will there be a Disasters Emergency Committee appeal on TV by aid agencies this weekend...?

Tess, a donation is on the way from our emergency fund. There'll be more, following the appeal...

How will we let our **UK supporters** know about the emergency? →



Our team can send info to schools and parishes about what's happening, and get any breaking news on our website. We've set up an appeal fund and we'll tell supporters who call or email us how they can make donations...

*CAFOD is part of the **Caritas International** association of Catholic aid agencies—the second largest humanitarian body in the world.

**A partner is a local organisation that we support to work with its community.

In the affected country...

A Response team is set up with local partners. Specialists may be brought in, eg. a nutritionist.

The Response team asks:

- What do local people say they need?
- How can and should local people be involved?
- Where are the supplies?
- Are they fitting for the local culture?
- How can we help the most vulnerable people first?



Supplies are bought locally, if possible, or cash is made available.



Partners assemble emergency kits and set up storage and distribution centres.

This is a refugee kit, just one type of emergency kit.

In England and Wales...

CAFOD supporters raise money and send in donations. These are processed.



Money is sent to partners and our Response team helps them to ensure that funds are used as effectively as possible.



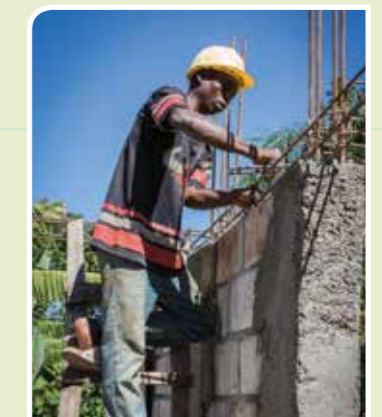
The immediate emergency is over. People have food and water but have lost their homes and jobs. Temporary housing may be built at this stage.



Hi CAFOD. We've set up cash-for-work schemes so that people can earn money while helping with the clear-up... Let's have a meeting by phone to discuss long-term needs here...

CAFOD does not leave straight after an emergency.

We aim to work with communities until they are stronger than before the emergency.



We do Disaster Risk Reduction (DRR) work to reduce the impact of future emergencies. For example, we might help people to build earthquake-resistant homes, cyclone shelters or dams to store water for droughts; or we might train communities to practice safety drills for emergencies.



Disaster strikes...



The Management team gathers information and agrees the best way to respond. Every department has a role to play in the response.



Management team

We need to make some funds available today...