

# 'Children, a neglected component of national recovery activities following a flood: the role of the British Red Cross'

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<sup>1</sup> Excluding the list of references and the appendices.

## Declaration

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I declare that this dissertation is substantially my own original work and has not been submitted in any form for an award at any other academic institution. Where material has been drawn from other sources, this has been fully acknowledged.

Signature:

A handwritten signature in black ink, appearing to read 'BVally', written over a faint, light-colored rectangular stamp or watermark.

Date: 24 February 2012

## Acknowledgements

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## Abstract

Flooding is an important risk throughout the UK with disastrous consequences, including psychological and physical effects; children are especially vulnerable. Moreover, recovery and even human recovery is a key part of the disaster management cycle. However, in the UK there is little evidence of specific support being provided to children following flooding. As a result, the principal research question in this dissertation is:

What is the role of the British Red Cross in national recovery activities supporting children following a flood?

By reviewing critically the broader literature, it has been possible to identify the value of psychosocial support. Two case studies are then examined to explore the knowledge and experience of the Red Cross in providing psychosocial support to children, as part of recovery activities around the world. As a result, research implications are explored and findings are highlighted, and discussed.

The research indicates that there is a gap in the provision of services to support children following flooding. Key findings include the need for a comprehensive approach across departments of the Red Cross to address the gap. There is also value in developing guidance and material concerning psychosocial support for children following flooding.

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# 1. Introduction

## 1.1. Context and rationale

In July 2007, some parts of England experienced “the worst floods on record” as a result of unprecedented rainfall levels (BBC 2011). It caused the “country’s largest peacetime emergency since World War II” (Cabinet Office 2008). The voluntary sector played a key role in supporting the statutory services responding to these emergencies. The city of Kingston-upon-Hull was particularly affected by the flooding - in fact more than “8,600 households and 91 of the city’s 99 schools were affected” (Coulthard *et al.* 2007). The Environmental Agency estimates that around 5 million people currently live in flood risk areas in England and Wales (Environment Agency 2011). The British Red Cross also plays an important role in enabling vulnerable people “to prepare for and respond to emergencies in their own communities” (British Red Cross 2011). Moreover, human recovery is “often an overlooked element of the disaster recovery cycle” (Rubin 2009). Previous disasters nationally, such as the floods of summer 2007 and disasters internationally, such as the earthquake and tsunami in Japan in 2011, demonstrate that the voluntary sector is an important contributor to human recovery.

With this background the proposed topic of this research is to explore the role of the British Red Cross in national recovery activities supporting children<sup>2</sup> following a flood.

There is strong interest in addressing this topic, both from an academic-enquiry perspective, and also from experienced humanitarian education managers in the British Red Cross. It is hoped that research into the specific role of the British Red Cross during national recovery activities will greatly contribute to the cause of solidarity.

## 1.2. Research aim and questions

As a result of the topic rationale and initial review of literature surrounding the role of the British Red Cross in national recovery activities supporting children up until secondary school following a flood, the following research questions were proposed:

- What have been the findings?
- Is there any evidence that findings have been taken forward?

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<sup>2</sup> In this report the terms children and young people are used interchangeably.

- How has the development of new activities been supported?
- Are there any gaps? What new activities/resources are needed?

### 1.3. Methodology and research design

The research questions identify the specific areas to be addressed in this research project. These questions seek to explore and highlight any gaps in the British Red Cross national recovery activities, in particular, those supporting children following a flooding situation. Therefore, such an aim requires a document analysis and qualitative approach to research. This seeks to investigate trends over time and highlight new areas of interest and good practices as a means to formulate recommendations.

There is a wide range of research methods available to help answer the questions. A case study approach has several advantages in addressing the research topic. By systematically gathering information about current practices, it would allow a deep understanding of how such activities could translate into national arrangements. As this research seeks to explore the support of the Red Cross to children during recovery in a particular context, such an approach is valuable.

Moreover, online surveys could generate quick and helpful response to any questions. However, a face to face or telephone interview approach has several advantages in addressing the research topic. These advantages include the opportunity to adapt the questions as necessary, to clarify doubt and to ensure that the responses are properly understood. Although the approach can have disadvantages linked with the anonymity of the response, this approach allows making the most of the interviewees' area of expertise and experience.

As this research seeks to highlight any gaps in the current delivery of services, such approach is also valuable.

### 1.4. Structure of the dissertation

The structure of this dissertation attempts to reflect the research questions. An overview of flooding in the United-Kingdom and of the British Red Cross' activities will be first presented to set up the scene. The topic's background will then be explored by critically reviewing the related literature, creating a sound platform to



draw the analysis upon. Following this, the themes will be compared against two main case studies with different characteristics. Methods and research techniques will then be explained, followed by a synthesis of the findings including in-depth discussions/comments from experts. Finally, from an evaluation of the observations and findings, recommendations will be made.

## 2. Background

### 2.1. Am I at risk of flooding?

Floods pose a huge environmental challenge nationally and internationally. In the United Kingdom/nationally, the huge environmental challenge posed by floods has been clearly demonstrated during the 2007 floods that impacted on some areas of England and especially in South Yorkshire, Hull, Gloucestershire, Worcestershire and the Thames Valley (Cabinet Office 2008). In fact, “55,000 properties were flooded, around 7,000 people were rescued from the flood waters by the emergency services and 13 people died” (Cabinet Office 2008). Essential services were also lost leaving “half a million people without mains water or electricity” (Cabinet Office 2008). In 2009 and 2011, major floods also hit parts of England and Scotland. According to recent statistics, “reports of flooding are now on average twice as frequent as they were one hundred years ago, in the UK” (HomeCheckFlood n.d.). It has been estimated that around 5 million people currently live in flood risk areas in England and Wales (Environment Agency 2011) (See figure 1).

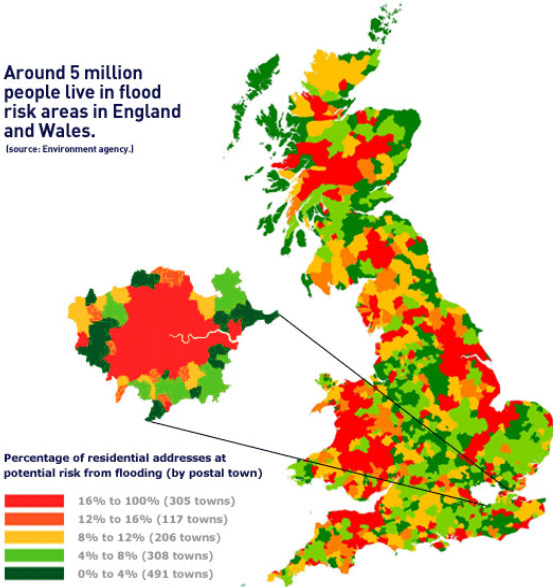


Figure 1: Percentage of residential addresses at potential risk from flooding (Environment Agency n.d.)

## 2.2. What does the British Red Cross do?

The British Red Cross plays a key role in supporting emergency statutory services. For example, during the response to the floods in 2007, the British Red Cross helped distribute water, food and hygiene packs to communities (Cabinet Office 2008). In line with its corporate strategy for 2010 – 2015 *Saving Lives, Changing Lives*, the British Red Cross also contributes in building resilience in individuals and communities to help them prepare for and withstand disasters (British Red Cross 2009). For example, through the delivery of Humanitarian Education, the British Red Cross plays a key role in enabling children and young people to “recognise and overcome the barriers to helping others” and in helping them to “develop skills and abilities to help themselves and other cope with adversity” (British Red Cross 2012). Since its launch in 2003, ‘Humanitarian Education’ has considerably changed to adapt to the different corporate strategies and funding streams (Gravell 2012a). It is delivered on a needs basis in educational settings through the delivery of educational projects and activities and through publishing material and resources (British Red Cross 2012). In 2011, the Humanitarian Education department forecast to reach 143,000 people (Gravell 2012b). The statistics are yet to be published.

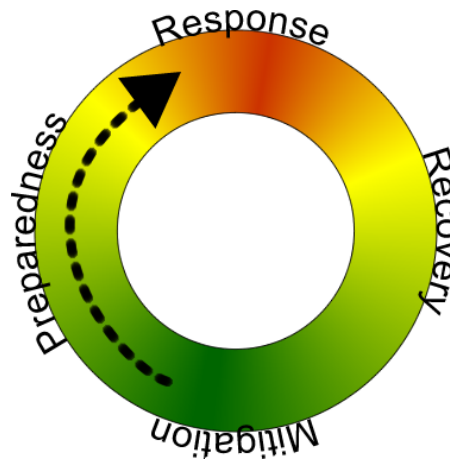
## 3. Literature Review - ‘Recovery: What to Do?’

In order to review the existing support the British Red Cross provides to children and young people during and following a flood impact, it is necessary to critically review the literature surrounding the topics in focus and highlight any relevant existing findings.

### 3.1. Emergency management in the United-Kingdom

The United Kingdom has a flexible approach to major incident situations (MKC EP 2004). It is also referred to as Integrated Emergency Management and implies flexibility, both in the operation of a plan and “over which organisations are involved, when and in what capacity” (MKC EP 2004). This is particularly important when looking at recovery. The literature reviewed suggests that there is no single definition for the term recovery. In the United Kingdom, the Cabinet Office refers to it as “the process of rebuilding, restoring and rehabilitating the community following an emergency” (Cabinet Office 2010). Another author, such as Chandra *et al.* suggested that recovery is not “simply the restoration of roads and buildings, but a long process

of restoring individual and community functioning” (RAND 2009). When looking at these specific aspects, it is also referred to as “human recovery” (Cutter *et al.* 2006). Several authors have argued that “disaster recovery represents the least understood aspect of emergency management” (Smith 2006) (See figure 2).



**Figure 2: Disaster Management Cycle (APG 2011)**

It has also been suggested that “the research and knowledge base in the realm of long-term recovery is seriously inadequate for the needs we face today” (Rubin 2009).

### 3.2. Psychosocial support and children

The literature suggests that people have psychosocial needs following disasters and situations of mass casualty (Garoff 2011). It has been suggested that flooding impacts significantly on children, both physically and psychologically (Tapsell *et al.* 2011). The Federal Emergency Management Agency also known as FEMA reported on children’s emotional reactions when involved in an emergency situation dividing them up into different age groups (FEMA 2004). An extract on this can be found in appendix number one. The literature suggests that it is important to understand children’s needs and perspectives on flooding (Walker *et al.* 2010). In fact, it is widely acknowledged that children and young people greatly contribute in building community resilience. For example, the British Red Cross aims at creating more humane and resilient communities through educating children on “issues and values that will enable them to understand, cope with and respond to crisis” (British Red Cross 2012).

The Reference Centre for Psychosocial Support of the International Federation of the Red Cross and Red Crescent Societies states that “one of the priorities in emergencies is thus to protect and improve people's mental health and psychosocial well-being” (Psychosocial Centre n.d.). In fact, Garoff (2011) pointed out that “there is growing recognition within the RCRC movement that we need to respond to these needs”. According to Kessler *et al.* “addressing these impacts is a key part of human recovery” (Kessler *et al.* 2008) and this is particularly relevant to this research. As stated by Garoff (2011), “the evidence that any particular psychosocial intervention directed at everyone shortly after a traumatic event can reduce mental health symptoms is inconclusive”. In fact, there is no scientific proof of how psychosocial intervention works (Garoff 2011). However, a number of points were found in the literatures which suggest that short term mental health interventions are not effective (Amlot *et al.* 2008). While Wessley (2006) indicates that these kinds of interventions “may result in individuals being taken away from their own support networks”; the Inter-Agency Standing Committee also known as IASC stated that “affected groups have assets or resources that support mental health and psychosocial well-being” (IASC 2007). An alternative to short term mental health interventions could be an approach that promotes a calm, caring and supportive environment and encourages adaptive coping strategies, also referred to as Psychological First Aid (PFA) (Amlot *et al.* 2008). In fact, there is now a growing interest in Psychological First Aid as this approach does not aim at tackling the complex problem of mental health but focuses on “reducing the initial distress caused by traumatic events” (Garoff 2011). The literature suggests that “there is a consensus among experts that PFA’s components provide effective ways to help survivors” (Garoff 2011). For example, the British Red Cross developed the CALMER framework as “a means to provide individuals who have experienced a traumatic situation with the opportunity to talk about their feelings”, within a supportive relationship which can help them in their recovery (British Red Cross n.d.). However, as highlighted by Walker *et al.* (2010) in the report ‘Children and Young People - after the rain has gone: learning lessons for flood recovery and resilience’, there is little evidence, in the literature, of social or psychosocial support for young people. In 2007, the IASC ‘guidelines on mental health and psychosocial support in emergency settings’ also clearly stated that support for young children should be facilitated (IASC 2007). Similarly, in 2010,

Walker *et al.* (2010) suggested that “services should be pro-active in offering and providing support for children and young people”.

Moreover, authors, such as Mercer (2010) suggested that “the coping abilities of parents and others who take care of children” should be facilitated. In fact, it has been suggested that “while distressed parents can increase a child’s vulnerability, a parent who is able to provide warmth, support, consistency, predictability and a coping model for their child would be thought to decrease vulnerability” (French Red Cross n.d.). Although the Reference Centre for Psychosocial Support developed a brochure for parents and caregivers on ‘children’s stress – their reaction and how to support them’, the literature suggests that there is little evidence of advice on how to deal with children after the floods (Walker *et al.* 2010). Others, such as Walkers *et al.* (2010) also pin-pointed that it is important to provide “effective support for the front line workers (e.g. teachers) who work with children”.

It is also suggested that there is a need to create “therapeutic spaces” (Convery *et al.* 2007) where people can share experiences to help them deal with trauma. Convery *et al.* (2007) recommends ‘Circle Time’ as a way of helping children to deal with difficult issues. Moreover, the use of drawing has been recognised as “a means of allowing the children to express their feelings in a creative and safe environment” (British Red Cross 2008). Similarly, and according to recent psychological research, colouring books developed by psychologists help children “avoid long-lasting emotional problems” (Scientific American Mind 2010). It has also been argued that workbooks aim “to provide children who do not have access to professional counsellors the tools to heal on their own” (Scientific American Mind 2010). For example, the RCRC Emergency Response Unit Psychosocial Support Module contains two kits for play and recreational activities, including pens, glue sticks, toy bricks, puzzles and various other items. A complete list and other relevant information can be found in appendices numbers two, three and four. Another example, following the 2010 tropical cyclone that caused widespread rain and flooding in Australia, is the distribution of a large amount of diverse support to affected individuals, families and communities including, “multimedia resources for young people, children’s activity booklets and booklets on coping with the aftermath of a disaster” (Psychosocial Centre 2011). In fact, the literature suggests that play

and recreational activities are “one aspect of children’s well-being” (Psychosocial Centre n.d.). It has also been suggested that opportunities to re-establish play and education should be sought at the earliest possible (Psychosocial Centre n.d.). However, Hughes highlighted that “there are very few children’s story books that are designed to assist psychologists working with children, to help them to adjust to loss and trauma that experiencing an event like a natural disaster can bring” (British Red Cross 2008).

## 4. Case Studies

The following section introduces two case studies which will be used to explore the knowledge and experience of the Red Cross in providing psychosocial support to children as part of recovery activities around the world. The earthquake and tsunami in Japan has been chosen as a case study to demonstrate that, although there is a strong emergency management capacity in place, the voluntary sector can make a significant contribution. This case study has also been chosen to illustrate the capability of other organisations such as ‘Save the Children UK’. The Haitian earthquake is especially interesting regarding the diversity of material and activities used to provide psychosocial support to children. It is also of particular interest due to the great contribution made by the Reference Centre through the deployment of the ERU PSS component. Despite the fact that Haiti is a developing country, organisations in the UK can still find relevance in and relate to the material and activities proposed.

### 4.1. Earthquake and tsunami in Japan 2011

Following the earthquake and tsunami in March 2011, the Japanese Red Cross announced a £350 million long-term recovery plan (American Red Cross 2011a). The American Red Cross contributed more than £160 million and expects that its contributions will support more than half the planned activities (American Red Cross 2011a). Red Cross and Red Crescent partners from around the world reviewed the response to the disaster, and discussed plans to aid long term recovery (American Red Cross 2011a). Caring for the elderly and vulnerable children has particularly been identified as a need requiring significant investment (American Red Cross 2011a).

An integral component of the Japanese Red Cross recovery services is to provide emotional support and counselling to disaster survivors (American Red Cross 2011b). Following the earthquake and tsunami, fifteen specialised psychosocial teams were deployed in the affected areas. Special programmes have been conducted to enable children to play. For example, the 'Kids Cross Project' aimed at teaching children about health issues, such as heat-stroke, through playing games (Japanese Red Cross Society 2011). Other initiatives include playing musical chairs with children (Japanese Red Cross Society 2011). Six months following the disaster, 586 trained teams have provided counselling and emotional support to 13,987 people who lost family members or experienced trauma as a consequence of the disaster (American Red Cross 2011b).

Other non - governmental organisations such as 'Save the Children UK' also provided psychological support to affected children. In fact, in the aftermath of the disaster they set up quickly nineteen 'Child Friendly Spaces' in evacuation centres. It enabled children to play and, learn and receive psychosocial support, safe from the dangers of the debris-filled streets (Save the Children UK 2011).

Despite a strong governmental response to the disaster, a large amount of needs were not met. However, it appears that psychological care has been high on the list of priorities. The Red Cross demonstrated relevant initiatives in providing psychosocial support, both to adults and children. However, the Red Cross's initiatives to support children appear to be of a lesser standard than those used by 'Save the Children UK'. From this case study, it seems that it is worth looking at developing psychosocial support for children. This also suggests that a new partnership could be thought to fill the gap.

#### 4.2. Haiti Earthquake 2010

In January 2010, a 7.0 magnitude earthquake struck near Port au Prince, Haiti. It caused considerable damage affecting 3,500,000 people and 220,000 people (DEC n.d.). This devastating earthquake also damaged, or even destroyed, around 4,000 schools (DEC n.d.).

The Red Cross movement provided psychosocial support to a large amount of affected children using a diverse range of resources. For example, as part of the

psychological support programme, numerous Colombian Red Cross volunteers dressed up as clowns to entertain children (Flickr 2012a). The Colombian Red Cross also encouraged children to create drawings (Flickr 2012b). The Danish Red Cross psychosocial specialist organised a 'Camp Cup' in reference to the upcoming Soccer World Cup (British Red Cross 2010). This was arranged as part of a psychosocial support programme which is "an integral part of the International Federation of Red Cross and Red Crescent Societies' relief operation" (British Red Cross 2010). Others, like the Haitian Red Cross organised some concerts in camps to entertain affected children (Flickr 2012b). Child-friendly spaces were staffed by volunteers, allowing children to play (British Red Cross 2010). Thousands of children's colouring and activity books were sent, among the vital supplies, to Haiti in the aftermath of the earthquake (Scientific American Mind 2010). These books entitled *My Earthquake Story*, encourage children to, for example, write and draw "about what they were doing when the quake struck" and "what happened to their homes", through the use of prompts among a number of methods (Scientific American Mind 2010).

The Psychosocial Centre coordinated the deployment of the Emergency Response Unit (ERU) Psychosocial Support (PSS) Component which was "sent for the first time as part of the Norwegian Red Cross Health ERU" (IFRC 2010). Two months after the deployment, a review was conducted and "provided a positive evaluation of the added value of the component in emergency and disaster interventions" (IFRC 2010). When schools finally re-started, the psychosocial activities were scheduled in the afternoon to allow both adults and children to attend (British Red Cross 2010). While the children and young people were busy story-telling, drawing, skipping and playing board games, the adults were participating in group sessions (British Red Cross 2010).

These activities subsequent to the Haitian earthquake, clearly demonstrate that there is no single way to provide psychosocial support to children. In fact, the Red Cross demonstrated a wide range of activities to entertain and help children recover. This case study also revealed that the Red Cross has experience in setting up "child friendly spaces" similar to 'Save the Children UK' in the previous case study. Colouring books were particularly useful as a way to support children. The case



study also suggests that there are two phases of support: short term i.e. material to be distributed to children and long term i.e. setting up activities.

## 5. Methodology

This chapter outlines the methods used to conduct the research. In total ten people have been interviewed. The research was structured in the following five core phases:

- Literature review
- Establishing rapport with key stakeholders
- Data collection
- Analysis
- Stakeholder engagement event.

### 5.1. Literature review

A considerable amount of literature has been reviewed which was sourced from the internet, books and reports provided to me by various professionals who have been involved in this type of research.

### 5.2. Establishing rapport with key stakeholders

First contact was made with Alison McNulty, Senior Researcher, who provided me with a baseline on what to investigate considering bearing in mind the targets I wanted to achieve.

Alison McNulty recommended relevant British Red Cross staff members to make contact with, including Karen Gravell, Humanitarian Education Officer. Karen Gravell then introduced me to key operational staff members.

I also sought the contribution of other staff members I felt would have a keen interest in contributing to the study, including Moya Wood-Heath, Emergency Planning and Civil Protection Advisor.

### 5.3. Data collection

Primary data have been collected from face-to-face and telephone interviews which have been carried out using a panel of experts: including individuals from the

voluntary sector who have been involved in flood response, recovery, preparedness and/or are working in the education of children.

Three face-to-face and seven telephone interviews have been conducted over a two weeks period. An interview briefing, in addition to consent forms, were sent prior to the interviews. A copy of a consent form can be found in appendix number five.

#### 5.4. Analysis

Analysis was an ongoing process as the data collection involved the use of interviews.

#### 5.5. Stakeholder engagement events

The topical nature of this research, and its practical relevance to debates taking place at the national and local level means that stakeholder engagement would be a vital component for following-up on the recommendations. In doing so, an event will be held in March 2012. Arrangements will be made with the relevant British Red Cross staff members who are interested in participating.

## 6. Synthesis and interpretation of observations - findings

Chapter 3 reviewed the dissertation's topics, briefly exploring the UK emergency management arrangements and detailing the psychosocial support role and activities within the Movement and the views from experts in the field. This was undertaken to help understand the role of the British Red Cross in supporting children following a flood. The review revealed several findings which are summarised below:

- a. There is little communication between Red Cross' departments to work together on addressing the lack of support provided to children following a flood. As a result, the British Red Cross capabilities and its contribution following a flood incident are not clearly articulated including the understanding and supporting of children's needs;
- b. 'Psychosocial support' is embedded within all activities of the British Red Cross. There is also evidence of 'psychosocial support' activities being developed mainly

for adults within the 'Emergency Planning and Response'. However, more should be done in relation to children and young people;

- c. The 'Youth and Schools' department delivers a 'disaster and emergencies' module on a regular basis according to the curriculum; preparing individuals to cope and withstand with crisis, using the theme of disasters as the stimulus. However, within the British Red Cross, there is little focus on the activities proposed to be delivered specifically following an emergency to help children recover. In fact, the literature suggests that as recovery is achieved, there is potential to develop and build greater community resilience for the next incident;
- d. Within the Red Cross it appeared that there is little advice or guidance on setting up recovery activities, including how to support, and engage with, children following a flood. Moreover, there is a lack of activities and material designed for children that could be used in the short term aftermath of the disaster to entertain children. There are also few activities or materials developed for teachers or educators, to support children in emergency settings to help them adjust to loss and trauma;
- e. The 'Youth and Schools' department's resources are cross-curricula and suitable for both primary and secondary-aged pupils. Although, it is apparent this department is a key stakeholder in developing activities to support children recovering from a flood, it seems that they have little expertise, both in developing material and psychosocial activities for young children under 7 years of age (primary school/pre-school) who are among the most vulnerable people.

#### 6.1. A gap

The literature reviewed suggests that there is a gap in the provision of services supporting children in the recovery stage. In a personal interview conducted by Brianne Vally, Melanie Williams, a Service Manager in Youth and Schools, pointed out that in the short aftermath of the flooding in 2007 in Morpeth, "children were not getting any support from the statutory services" (Williams 2012). It has also been reported that "returning to school may have provided some normality for the children and the parents were expecting the primary school to provide some kind of

counselling for the children” (Sharp *et al.* 2008). The findings also suggest that the voluntary sector, especially the British Red Cross, has a role to play in national recovery activities. The case studies used in chapter 4, clearly demonstrate that the Red Cross has a considerable amount of experience in setting up recovery activities worldwide.

In the UK, under the concept of Integrated Emergency Management, there is a great emphasis on working together. In a personal interview conducted by the author, Martin Tilbury, a Territory Youth Manager, mentioned that it was key for the Red Cross “to liaise with Local Authorities and psychosocial services when doing something” (Tilbury 2012). Therefore, if the Red Cross is involved in a situation then it would mainly be to support others in their activities. In another personal interview conducted by the author, Moya Wood-Heath, Civil Protection Advisor, added that “it is all about how the Red Cross fits with national arrangements” (Wood-Heath 2012). Moya also mentioned that recovery activities “fit well with the corporate strategy of the British Red Cross” i.e. how you prepare people to cope with and withstand disasters (Wood-Heath 2012).

Following the floods in 2007, it has been recorded that “the local authorities were also interested in the development of a Memorandum of Understanding with the British Red Cross and other agencies, for the recovery phase” (Sharp *et al.* 2008). In fact, previous research sought to explore how the British Red Cross can work with external partners to best meet the needs of people during the recovery stage of a major incident (Sharp *et al.* 2008). However, there was no reference to the special needs of children. It also appears that little has been done to take forward the recommendations of Sharp *et al.* report.

The literature also demonstrated that the British Red Cross seems to be lacking a clear understanding of what support can be offered nationwide. Melanie Williams highlighted that only one school in the flooded area requested the intervention of the Red Cross, especially because the school teacher “was really into the pupil's feelings” (Williams 2012). It appears that this is due to a lack of communication – emergency services and schools not knowing what's available. Also there could be a reluctance within the authorities and schools to provide help to children and young people in need. The lack of readily available support clearly impacts children, who at

the moment can depend only on the willingness of carers to act. In 2008, a report already highlighted that “there was no framework within the British Red Cross, and little experience elsewhere, in working with communities in the recovery stage” (Sharp *et al.* 2008). However, the intervention in Morpeth clearly demonstrates that there have been relevant local initiatives that could be used to develop a national offer.

## 6.2. Considering psychosocial support for children

The findings suggest that within the movement there is increasing attention to psychosocial support. Within the British Red Cross, the development of the CALMER framework has been supported and is embedded within all activities of the society. Other initiatives such as the creation of the Psychosocial Support Team<sup>3</sup> have also been supported. This suggests that the British Red Cross has spent time and effort developing psychosocial support for adults. Moreover, ‘safeguarding vulnerable adults and young people’ and embedding frameworks for good practice in psychosocial support are cross-cutting themes of the UK Service Development division.

Following major flooding, a number of ‘Youth and Schools’ staff members have been asked by affected schools to deliver workshops to support children to cope with the crisis. For instance, a report detailing the intervention in Morpeth can be found in appendix number six. Although, this is not business as usual for the department, they have demonstrated considerable flexibility and initiative in order to meet the needs of affected children. The literature demonstrated that response and recovery are inextricably linked. However, Sharp *et al.* mentioned that “at the time of the response many volunteers would have been unaware that the Red Cross was going to take on a role in recovery”; (Sharp *et al.* 2008)

This suggests that there is not only a need to develop ‘psychosocial support’ activities for children following a flood, but also, that the British Red Cross has the capability to undertake such activities to fill in a gap in the support provided to children. However, the capacity of members of staff to take on additional elements to their role might be limited.

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<sup>3</sup> The Psychosocial Team is deployed to provide psychosocial support to British citizens affected by disasters overseas.

This also implies that it is worth reviewing training and qualifications of volunteers and members of staff.

### 6.3. Opportunities within the 'Youth and Schools' department

Now, as the environment is changing, it is true to say that Britain, as a nation, is more prone to flooding than it was one hundred years ago and it continues to be a growing threat. While there is a strong body of evidence that there is the potential to develop greater community resilience for the next incident when recovery is achieved, the findings suggest that, within the British Red Cross, there are few activities proposed to be delivered, specifically following an emergency to help children recover from a flood. The findings suggest that psychosocial activities to support children should be developed alongside the 'Youth and Schools' department. In fact, the experience that this department has gained throughout the years working with young people, together with a strong network of schools and resources, has provided them with a firm basis to develop psychosocial guidance, activities and material. In a personal interview conducted by the author, Martin Tilbury, a Territory Youth Manager, highlighted that "schools are the centre of the community" (Tilbury 2012). In fact, the relationship the British Red Cross has built with schools in most parts of the UK provides a link with communities that is crucial for recovery activities. However, Martin Tilbury also mentioned that "while this fits with Emergency Response, there is a weak capacity within the Youth and Schools department" (Tilbury 2012).

### 6.4. Developing material, activities and training

As identified in the literature review, the British Red Cross appears to be lacking guidance and material regarding recovery activities, including on how to engage in psychosocial support with children following an emergency, especially flooding. In fact, in a personal interview conducted by the author, Melanie Williams, a Service Manager in Youth and Schools, mentioned that she "got a call" and used her "common sense" and "existing resources"(Williams 2012). It is an argument in its own right whether it would be the role of an Area Youth Manager to intervene in a school after an emergency to help children recover. This is not helped by the fact that there is a lack of clarity on how the British Red Cross contributes to recovery activities and in what capacity and resource.

The findings suggest that there is little material that is designed both for children and to support children. This implies the need to gather or develop material to entertain children in the short-term after an emergency. In fact the literature demonstrated that play and recreational activities should be re-established at the earliest opportunity. The contents of the Emergency Response Unit Psychosocial Support Module are worth considering.

The lack of activities to help children adjust to loss and trauma has also been highlighted. While the case studies demonstrate that the Red Cross has relevant experience, it seems that, in the UK, psychosocial support for children is not widely nor readily available. The literature suggests that there is no single way to respond to the psychosocial needs of children. Building on previous experiences of delivering psychosocial support in the UK, it appears that the international dimension of the work of the Red Cross was used by the psychologists, both to introduce the activity to the British Red Cross and to explore specific issues with the children (Williams 2012).

As highlighted in the second case study and also supported by Moya Wood-Heath, there is a need both for material and activities to be readily available so that they can be used in rest centres within the first few days of an emergency, additionally there should be guidance and templates to be used to enable the set up activities in the long-term. Moya is speaking from the experience that she has gained in the development of a wide range of practical tools for developing the ability of individuals, communities and organisations to be better informed and prepared to cope together with emergencies and disasters. These products are available at <http://www.informedprepared.eu/>.

Based on the research, the 'Youth and Schools' department does not develop material directly for children. Instead it develops material for educators to be used with children. Therefore it appears that the Emergency Planning and Response department should lead the production of such material. However, regarding the creation of templates for activities that could be used in the longer term, it is suggested that the 'Youth and Schools' could take the lead.

Although the British Red Cross has a strong fundraising capacity, it seems unlikely that the British Red Cross would be able to pay for recreational items or even fund

the development of new resources without any kind of sponsorship. There is existing arrangement with Tesco for the supply of goods, to support a local emergency response. Such a partnership would be worth considering purchasing quickly recreational items. Regarding the development of new resources, partnerships with local authorities, schools or the Environment Agency would be valuable. In a personal interview conducted by the Author, Karen Gravell mentioned that the 'Youth and Schools' department already has partnerships for resource development including Allen and Overy and EU funding.

As identified in the literature review there is also little guidance for carers of children on how to deal with children in flooding situations, in particular parents and teachers. The literature demonstrated that parents, and more generally, carers are key players in children's ability to recover. This issue has particularly been raised during the interviews carried out with a number of British Red Cross staff members. Melanie Williams, Service Manager in Youth and Schools, pointed out that a resource e.g. a leaflet, could be developed both for parents about children and for children about parents, explaining the needs of each other and some common reactions such as "why they are acting the way they are" (Williams 2012). In fact, it appears necessary not only to support parents and carers but also to give children the tools to understand what is happening. The Society's education website displays short and easy-to-read overviews for teachers on a wide range of challenging subjects including emotional support. Although it has been suggested that there would be a value into reviewing the teacher's briefing and including some advice on how to deal with children, especially of primary age, in emergency settings (Robinson 2012); others highlighted that there are some priorities in what should be included in the pack, in order not to overload teachers.

Therefore, the Emergency Planning and Response department could take the lead in developing a guidance for parents/carers and the 'Youth and Schools' department could focus on developing an appropriate guidance for teachers. However, to ensure consistency and quality across the material produced, feedback from the Youth and Schools department is imperative.



The literature suggests that the use of drawing allows children to express their feelings in a creative and safe environment. When asked about the 'anti-colouring book' idea, as a way of helping children to adjust from loss and trauma, the interviewees' views were mixed. More details about the anti-colouring book concept can be found in appendix number seven. Some interviewees thought that it could be used mainly because it:

- would be a sensible resource;
- is a tool that could be well adapted to the subject area;
- will facilitate the engagement with children;
- could be adapted to suit primary age and even younger children.

Others thought that this type of resource could have several disadvantages, such as upsetting people if asked to draw about their experience. The need for a prompt was also questioned. Another person also mentioned that there are smarter ways equally visual ways to engage with children, including theatre (Allbutt 2012). It appears that the 'anti-coloring book' concept could be explored further alongwith the development of more physically active activities. Some suggestions can be found in appendix number eight.

#### 6.5. Reaching the youngest

The findings suggests that both UK service development and 'Youth and Schools' department have little expertise in developing material or psychosocial activities for young children under 7 (pre-school) who are among the most vulnerable people as this is not what they are here to do. The First Aid education, 'Life. Live it.' resource designed for 5 to 11 years old children is one relevant example of experience in developing a resource suitable for children under 7. Several interviewees considered that, their department ('Youth and Schools') could develop expertise in creating material and activities targeting young children (under 7 years old) in that case and for future reference. The case studies highlighted that internationally the British Red Cross has relevant expertise in delivering psychosocial support for children and young people. The first case study particularly highlighted that, following a disaster, other agencies such as 'Save the Children UK' are also providing psychosocial support for children internationally including the creation of 'friendly child spaces' which are rather popular. It could be worth investigating the material that they have developed. However, 'Save the children UK' has little presence here in the UK. It

seems to me that the British Red Cross experience and relationships with schools nationwide combined with the expertise of other NGOs such as 'Save the Children UK' in reaching young children (pre-school age) could be worth further consideration.

## 7. Final conclusions and recommendations

This research set out to explore the role of the British Red Cross in national recovery activities supporting children following flooding. In order to do this, an analysis was made of the research currently available, and of any evidence that the implications of such a role have been taken forward and used to develop new activities. An investigation was then undertaken into whether there is still a need for certain activities and resources.

It is intended that this report should highlight the main gaps in providing support to children following flooding, so that practitioners can enhance their knowledge, and have more evidence, to help them in the decisions that they must make concerning the provision of psychosocial support for children following flooding.

Nevertheless, practical changes could make a direct improvement to the ways in which children and young people up to secondary age are supported following a flood in the future. The following suggestions for action could also benefit if applied to other types of disaster. These changes include:

1. Explore with relevant British Red Cross departments especially 'Emergency Planning and Response', 'Youth and schools' and 'International', our capabilities for recovery work to support children in emergencies, with an emphasis on psychosocial support. A comprehensive approach across different departments to address the gap is valuable.
2. Produce a framework for children's recovery that will allow the development of a British Red Cross UK offer that is, nationally quality assured and locally tailored. EP and R lead with input from 'Youth and Schools'.
3. Promote British Red Cross national recovery work i.e. on the website, similar to our international recovery work.

4. Build relationships with local psychologists and educational psychologists to facilitate future intervention.
5. Create a bank of resources - sharepoint – to gather local initiatives implemented to support children after flooding. This will facilitate sharing and learning from experience.
6. Develop new materials including:
  - a. Create guidance on how to engage with children in psychosocial support during recovery activities following an emergency (EP and R lead with Youth and Schools input).
  - b. Create a leaflet (or any other medium that will be considered appropriate) for parents, explaining children's needs and some common reactions following a disaster, especially flooding (Emergency Planning and Response lead suggested with Youth and Schools input)
  - c. Create a leaflet (or any other medium that will be judge appropriate) for children, explaining parents' problems and some common reactions following a disaster, especially flooding (Emergency Planning and Response lead suggested with Youth and Schools input)
  - d. Review the teachers' briefing to include information about dealing with children in emergency settings, especially flooding (Youth and Schools lead suggested)
  - e. Create a set of educational resources for teachers to support children in adjusting to loss and trauma: templates for activity – locally creating their own
    - i. consider the 'anti-coloring book' concept
7. Consider assembling together play and recreational kits so that they will be available in rest and reception centres.

8. Actively seek new partnerships e.g. liaise with 'Save the Children' to fill gaps in expertise in creating materials and activities targeted for young children (under 7 years of age)

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## Appendix one: FEMA (2004) 'Helping children cope with disaster' - extract

### Birth through 2 years:

When children are pre-verbal and experience a trauma, they do not have the words to describe the event or their feelings. However, they can retain memories of particular sights, sounds, or smells. Infants may react to trauma by being irritable, crying more than usual, or wanting to be held and cuddled. The biggest influence on children of this age is how their parents cope. As children get older, their play may involve acting out elements of the traumatic event that occurred several years in the past and seemingly forgotten.

### Preschool – 3 through 6 years:

Preschool children often feel helpless and powerless in the face of an overwhelming event. Because of their age and small size, they lack the ability to protect themselves or others. As a result, they feel intense fear and insecurity about being separated from caregivers. Preschoolers cannot grasp the concept of permanent loss. They can see consequences as being reversible or permanent. In the weeks following a traumatic event, preschoolers' play activities may re-enact the incident or the disaster over and over again.

### School age – 7 through 10 years:

The school-age child may have the ability to understand the permanence of loss. Some children become intensely preoccupied with the details of a traumatic event and want to talk about it continually. This preoccupation can interfere with the child's concentration at school and academic performance may decline. At school, children may hear inaccurate information from peers. They may display a wide a wide range of reactions – sadness, generalised fear, or specific fears of the disaster happening again, guilt over action or inaction during the disaster, anger that the event was not prevented, or fantasies of playing rescuer.

### Pre-adolescence – 11 through 18 years:

As children grow older, they develop a more sophisticated understanding of the disaster event. Their responses are more similar to adults. But, teenagers may become involved in dangerous, risk-taking behaviours, such as reckless driving, or alcohol or drug use. Others can become fearful or leaving home and avoid previous levels of activities. Much of adolescence is focused on moving out into the world. After trauma, the view of the world can seem more dangerous and unsafe. A teenager may feel overwhelmed by intense emotions and yet feel unable to discuss them with others.

# Appendix two: Emergency Response Unit Psychosocial support module – Complete Items Overview

## Psychosocial support component



A complete items overview



The purpose of the ERU psychosocial support component is to enable a positive social and physical environment where children and adults find opportunities for stimulation, skill-building and socialization



2



3

## Contents

Play kit 1 – items for children 0 to 6 years old page 4 to 8

Play kit 2 – items for children 6 to 18 years old page 9 to 15

Training kit 3 – items for workshop and group facilitation page 16 to 20

Items not in boxes page 21 to 22

**Contents Play kit 1**

- P1-01: **Box ADM07-0010**
- P1-02: Paper drawing, A4
- P1-03: Adhesive tape
- P1-04: Pens
- P1-05: Pencils
- P1-06: Erasers
- P1-07: Pencil sharpeners
- P1-08: Notebook, exercise
- P1-09: Soap
- P1-10: Glue sticks
- P1-11: **Box ADM07-0011**
- P1-12: Rattle
- P1-13: Trix manipulation toy
- P1-14: Stacking ring
- P1-15: Skape sorter
- P1-16: Ball, sponge
- P1-17: Toy bricks, wood
- P1-18: **Box ADM07-012**
- P1-19: Material book
- P1-20: Hammer peg
- P1-21: Plus Plus blocks
- P1-22: Crayons, jumbo
- P1-23: Crayons, normal
- P1-24: Safety scissors
- P1-25: Plasticine
- P1-26: puzzle with knobs
- P1-27: Puzzle (6 puzzles)
- P1-28: Puzzle (18-35 pieces)
- P1-29: Memory game, Bingo and Domino

**Play kit 1**

**3 transportation boxes**

**ADM07-0010, ADM007-0011, ADM07-0012**



**Following item not in transportation box:**

P1-31: Paper roll

**Box ADM07-0010**



P1-02: Drawing paper, A-4, white, pack of 500
P1-03: Adhesive tape, 8 pieces
P1-04: Pens, pack of 12
P1-05: Pencils, pack of 12
P1-06: Eraser, pack of 20
P1-07: Pencil sharpener
P1-08: Notebook exercise, pack of 25
P1-09: Soap, pack of 4
P1-10: Glue stick

## Contents Play kit 2

- Box ADM07-0014**  
P2-02: Soap  
P2-03: Adhesive tape  
P2-04: Glue stick  
P2-05: Pens  
P2-06: Pencils  
P2-07: Erasers  
P2-08: Pencil sharpener  
P2-09: Paper, drawing, A-4 white  
**Box ADM07-0015**  
P2-11: Exercise book  
P2-12: Crayons, normal size  
P2-13: Colour pencils  
P2-14: Pencil sharpener  
P2-15: Plasticine  
P2-16: Football, junior, size 3  
P2-17: Referee's whistle  
P2-18: Football, standard, size 5  
**Box ADM07-0016**  
P2-21: Volleyball  
P2-22: Net, volleyball  
P2-23: Inflating kit  
P2-24: Ball, sponge  
P2-25: Bat, round  
P2-26: Ball, tennis  
P2-27: Hoopla Hoop  
P2-28: Skipping rope  
**Box ADM07-0017**  
P2-31: Rope, 10 m, hemp  
P2-32: Frisbee  
P2-33: Domino  
P2-34: Ludo  
P2-35: Backgammon  
P2-36: Uno  
P2-37: Playing cards  
P2-38: Mikado  
**Box ADM07-0018**  
P2-41: Xylophone  
P2-42: Drum  
P2-43: Maracas  
P2-44: Bells on handle

## Box ADM07-0012



P1-19: Material book
P1-20: Hammer peg
P1-21: Plus Plus blocks, light foam material
P1-22: Crayons, jumbo size, coloured, wax
P1-23: Crayons, normal size, coloured, wax
P1-24: Scissors, plastic, pack of 2
P1-25: Plasticine, pack of 6
P1-26: Puzzle with knobs
P1-27: Puzzle, 6 puzzles of 4-9 pieces each
P1-28: Puzzle, 18-35 pieces
P1-29: Memory game, Bingo and Domino

## Play kit 2

**5 Transportation boxes**  
**ADM07-0014, ADM07-0015, ADM07-0016,**  
**ADM07-0017, ADM07-0018**



Following items not in transportation box:

- P2-45: Paper roll  
P2-46: Pickets with flags  
P2-47: Posts for volleyball net

Box ADM07-0016



P2-21: Volleyball
P2-22: Net volleyball net, 600 cm
P2-23: Inflating kit
P2-24: Ball sponge, pack of 5
P2-25: Bat round
P2-26: Ball tennis
P2-27: Hoola hoop, 8 pieces to assemble
P2-28: Skipping rope

Box ADM07-0015



P2-11: Notebook, exercise lined no margin, pack of 25,
P2-12: Crayons, normal size, coloured, wax, pack of 24
P2-13: Colour pencils, pack of 12
P2-14: Pencil sharpener
P2-15: Plasticine, pack of 6
P2-16: Football, junior, size 3
P2-17: Referee's whistle
P2-18: Football, standard, size 5

Box ADM07-0017



P2-31: Rope, 10 meter, hemp
P2-32: Frisbee, pack of 4
P2-33: Domino
P2-34: Ludo
P2-35: Backgammon
P2-36: Uno
P2-37: Playing cards
P2-38: Mikado



**Box ADM07-0018**



P2-41: Xylophone
P2-42: Drum
P2-43: Maracas
P2-44: Bells on handle

**Kit 3 - training  
3 transportation boxes  
ADM07-0020, ADM07-0021, ADM07-0022**



Following items not in transportation box:

- P3-08: Flipchart stand
- P3-09: Flipchart paper

**Contents kit 3 - Training**

**Box ADM07-0020**

- P3-02: Markers for flipchart
- P3-03: Notebook, exercise
- P2-04: Pen, blue
- P2-05: Paper, copy, A-4, pkg of 500

**Box ADM07-0021**

- P3-07: Manuals and brochures

**Box ADM07-0022**

- P1-31: Paper, roll
- P2-45: Paper, roll
- P2-46: Pickets with flag
- P3-09: Flipcharts, paper

**Box ADM07-0020**



P3-02: Markers for flipchart, pack of 4
P3-03: Notebook exercise, pack of 25
P2-04: Pen, blue, pack of 12
P2-05: Paper, Copy, A-4, 500 pieces per package

**Box ADM07-0021**



P3-07A: Brochure no. 1: Coping with stress and crisis
P3-07B: Brochure no. 2: Children's stress and how to support
P3-07C: Brochure no. 3: Working in stressful situations
P3-07D: Brochure no. 4: Psychological first aid
P3-07E: Information sheet no. 5: Supporting volunteers
P3-07F: Information sheet no. 6: Common reaction of persons affected by disasters
P3-07G: Information sheet no. 7: All children deserve to be safe
P3-07H: Delegate Manual
P3-07I: Complete items overview (this document)

**Box ADM07-0022**



P1-31: Paper, roll
P2-45: Paper, roll
P2-46: Pickets with flag
P3-09: Flip charts, paper

Not in box – ADK07-0023



P3-08: Flipchart stand, foldable

Not in box – ADM07-0024



P2-47: Posts for volleyball net, set of 2 posts

## Appendix three: Emergency Response Unit Psychosocial support module – PSP Kit: packing list

<b>ADM07-0009</b>	<b>Kit, Psychosocial support component, Play kit</b> 1,items for children 0-6 years	<b>3 boxes</b>		<b>1 tent</b>
<b>ADM07-0010</b>	<b>Box 1 of 3</b> Content Box, aluminium, 60x40x28 cm	<b>Unit</b>	<b>Qty</b>	<b>Measurement</b> 6x8 metres
P1-02	Paper, drawing, A-4, white	ea	500	
P1-03	Tape, adhesive, 19mm	pkg of	5	
P1-04	Pens	ea	8	
P1-05	Pencils	pkg of 12	4	
P1-06	Erasers	pkg of 12	4	
P1-07	Pencil sharpener	pkg of 20	1	
P1-08	Notebook, exercise	ea	2	
P1-09	Soap, hand	pkg of 25	1	
P1-10	Glue stick	pkg of 4	7	
		ea	1	
<b>ADM07-0011</b>	<b>Box 2 of 3</b> Contents Box, aluminium, 60x40x28 cm	<b>Unit</b>	<b>Qty</b>	
P1-12	Rattle	ea	1	
P1-13	Trix manipulation toy	ea	3	
P1-14	Stacking ring	ea	2	
P1-15	Shape sorter, plastic	ea	1	
P1-16	Ball, sponge, dia 10 cm	ea	1	
P1-17	Toy bricks, wood, coloured	ea	3	
		ea	2	
<b>ADM07-0012</b>	<b>Box 3 of 3</b> Contents Box, aluminium, 60x40x40 cm	<b>Unit</b>	<b>Qty</b>	
		ea	1	

P1-19	Material book	ea	2
P1-20	Hammer peg	ea	1
P1-21	Plus Plus blocks, light foam material	ea	1
P1-22	Crayons, jumbo size, coloured, wax	pkg	10
P1-23	Crayons, normal size, coloured, wax	pkg	10
P1-24	Scissors, safety, plastic	pkg of 2	5
P1-25	Plasticine	pkg of 6	3
P1-26	Puzzle with knobs on the pieces	ea	3
P1-27	Puzzle, 6 puzzles of 4-9 pieces each	pkg	1
P1-28	Puzzle, (18-35 pieces)	ea	1
P1-29	Memory game, Bingo and Domino	pkg	1

**ADM07-0013 Kit, Psychosocial support component, Play kit 2,items for children 6-18 years 5 boxes**

<b>ADM07-0014</b>	<b>Box 1 of 5</b>	<b>Unit</b>	<b>Qty</b>
	Contents		
P2-01	Box, aluminium, 60x40x28 cm	ea	1
P2-02	Soap hand	pkg of 4	7
P2-03	Adhesive tape, 19 mm	pkg of 8	1
P2-04	Glue, stick	ea	1
P2-05	Pen, blue	pkg of 12	4
P2-06	Pencil	pkg of 12	4
P2-07	Erasers	pkg of 20	1
P2-08	Pencil sharpener	ea	2
P2-09	Sugar paper		

<b>ADM07-0015</b>	<b>Box 2 of 5</b>	<b>Unit</b>	<b>Qty</b>
	Contents		
P2-10	Box, aluminium, 60x40x40 cm	ea	1
P2-11	Book, exercise, lined no margin	pkg of 25	1
P2-12	Crayons, normal size, coloured, wax	pkg of 24	10

P2-13	Pencils, coloured	pkg of 12	10
P2-14	Pencil sharpener	ea	6
P2-15	Plasticine	pkg of 6	5
P2-17	Football, junior, size 3	ea	5
P2-18	Referee's whistle	ea	10
P2-19	Football, normal, size 5	ea	5

**ADM07-0016**

**Box 3 of 5**

Contents

		<b>Unit</b>	<b>Qty</b>
P2-20	Box, aluminium, 60x40x40 cm	ea	1
P2-21	Volleyball	ea	5
P2-22	Net, volleyball, 600 cm	ea	1
P2-23	Inflating kit	ea	1
P2-24	Ball, sponge	pkg of 5	2
P2-25	Round bat	ea	1
P2-26	Tennis ball	ea	15
P2-28	Hoola hoop, assembled 8 pieces	ea	8
P2-29	Skipping rope, short, 3 m, black	pkg of 9	2

**ADM07-0017**

**Box 4 of 5**

Contents

		<b>Unit</b>	<b>Qty</b>
P2-30	Box, aluminium, 60x40x40 cm	ea	1
P2-31	Rope, 10 m, hemp	ea	1
P2-32	Frisbee	pkg of 4	6
P2-34	Domino	ea	1
P2-35	Ludo	ea	1
P2-36	Backgammon	ea	1
P2-37	Uno	ea	3
P2-38	Playing cards	ea	3
P2-39	Mikano	ea	2

**ADM07-0018**

**Box 5 of 5**

Contents

**Unit Qty**

P2-40	Box, aluminium, 60x40x28 cm	ea	1
P2-41	Xylophone and mallets	ea	1
P2-42	Drum, flat, mallet	ea	1
P2-43	Drum, block, wood	ea	2
P2-44	Tambourine	ea	5

**ADM07-0019 Kit, Psychosocial support component, Training kit 3,items for workshop and group facilitation 2 boxes**

<b>ADM07-0020</b>	<b>Box 1 of 2</b>	<b>Unit</b>	<b>Qty</b>
	Contents		
	Box, aluminium, 60x40x28 cm	ea	1
P3-02	Markers for flipchart	ea	5
P3-03	Notebook, exercise	pkg of 25	4
P3-04	Pen, blue	pkg of 12	5
P2-05	Paper, A-4	pkg of 500	3

<b>ADM07-0021</b>	<b>Box 2 of 2</b>	<b>Unit</b>	<b>Qty</b>
	Contents		
	Box, aluminium, 60x40x28 cm	ea	1
P3-07A	Brochure no.1: Coping with stress and crisis	ea	50
P3-07B	Brochure no.2: Children's stress and how to support	ea	50
P3-07C	Brochure no.3: Working in stressful situations	ea	50
P3-07D	Brochure no.4: Psychological first aid	ea	50
P3-07E	Information sheet no: 5: Supporting volunteers	ea	50
P3-07F	Information sheet no: 6: Common reaction of persons affected by disasters	ea	50
P3-07G	Information sheet no:7: All children` deserve to be safe	ea	50
P3-07H	Delegate manual	ea	3
P3-07I	Complete items overview (this documents)	ea	10

<b>ADM07-0022</b>	<b>Kit, Psychosocial support component, flip card, paper roll, pickets</b>	<b>1 box</b>	
		<b>Unit</b>	<b>Qty</b>
	Contents		
	Box, aluminium, 70x40x35 cm	ea	1
P1-31	Paper	rl	1
P2-45	Paper	rl	1
P2-46	Pickets with flag	ea	
P3-09	Flip chard, paper	pkg of 50	5
<b>ADM07-0023</b>	<b>Kit, Psychosocial support component, flip chard stand foldable</b>	<b>1 pkg</b>	
		<b>Unit</b>	<b>Qty</b>
	Contents		
P3-08	Flip chard stand, foldable	ea	1
<b>ADM07-0043</b>	<b>Kit, Psychosocial support component, post for volleyball net</b>	<b>1 pkg</b>	
		<b>Unit</b>	<b>Qty</b>
	Contents		
P2-47	Posts for volleyball net, set of 2 posts	ea	1



## Appendix four: Emergency Response Unit Psychosocial support module – PSP Kit: weight and volume

Artikkel	Description	Unit	Messure cm	Volume (cbm)	Weight kg
ADM07-0008	Kit, Psychosocial support component 13 boxes	13 kolli			
ADM07-0009	Kit, Psychosocial support component , Play kit 1, children 0-6 years 3 boxes	3 kolli			
ADM07-0010	Kit, Psychosocial support component Play kit 1, children 0-6 years (1 of 3 boxes)	STK	60x40x28 cm	0,067	28
ADM07-0011	Kit, Psychosocial support component Play kit 1, children 0-6 years (2 of 3 boxes)	STK	60x40x28 cm	0,067	11
ADM07-0012	Kit, Psychosocial support component Play kit 1, children 0-6 years (3 of 3 boxes)	STK	60x40x40 cm	0,096	19
ADM07-0013	Kit, Psychosocial support component Play kit 2, children 6-18 years, 5 boxes	5 kolli			
ADM07-0014	Kit, Psychosocial support component Play kit 2, children 6- 18 years (1 of 5 boxes)	STK	60x40x28 cm	0,067	26
ADM07-0015	Kit, Psychosocial support component Play kit 2, children 6- 18 years (2 of 5 boxes)	STK	60x40x40 cm	0,096	20

ADM07-0016	Kit, Psychosocial support component Play kit 2, children 6- 18 years (3 of 5 boxes)	STK	60x40x40 cm	0,096	15
ADM07-0017	Kit, Psychosocial support component Play kit 2, children 6- 18 years (4 of 5 boxes)	STK	60x40x40 cm	0,096	15
ADM07-0018	Kit, Psychosocial support component Play kit 2, children 6- 18 years (5 of 5 boxes)	STK	60x40x28 cm	0,067	19
ADM07-0019	Kit, Psychosocial support component, Training kit 3, 2 boxes	2 kolli			
ADM07-0020	Kit, Psychosocial support component, Training kit 3, (1 of 2 boxes)	STK	60x40x28 cm	0,067	21
ADM07-0021	Kit, Psychosocial support component, Training kit 3, (2 of 2 boxes)	STK	60x40x28 cm	0,067	10
ADM07-0022	Kit, Psychosocial support component, box 11 (flip card,paper roll,pickets)	STK	70x40x35 cm	0,098	21
ADM07-0023	Kit, Psychosocial support component, box 12 (flip card stand)	STK	115x78x13 cm	0,12	12
ADM07-0024	Kit, Psychosocial support component, box 13 (posts for volleyball net)	STK	152x16x11 cm	0,27	10

24/08/2009

Appendix five: Informed consent form sent to interviewees

## **HASC - Proyecto Kalú**

Humanitarian Aid Studies Centre - Centro de Estudios en Ayuda Humanitaria

### **Informed Consent Form for British Red Cross Staff Members**

This informed consent form is for targeted/selected British Red Cross staff members and who are inviting to participate in my research, titled "Recovery : the neglected component of Emergency Management and the role of the BRC- Youth and Schools in relation to children in flooding situation in the UK"

**Name of Principle Investigator:** Brianne Vally

**Name of University:** Humanitarian Aid Studies Centre – Proyecto Kalú

**Name of Sponsor:** British Red Cross

**This Informed Consent Form has two parts:**

- **Information Sheet (to share information about the study with you)**
- **Certificate of Consent (for signatures if you choose to participate)**

**You will be given a copy of the full Informed Consent Form**

#### **Part I: Information Sheet**

##### **Introduction**

I am Brianne Vally, working for the British Red Cross as an Emergency Planning and Response assistant. Outside of my role in the Red Cross, I am doing research on the potential role of education to mitigate the effects of flooding on children in the UK. I am going to give you information and invite you to be part of this research. Please feel free to talk about this research with anyone who you feel can support. If you have questions later, please feel free to ask them.

##### **Purpose of the research**

Floods pose a huge environmental challenge nationally and impact significantly on children, both physically and psychologically. I want to review the current activities of the British Red Cross which help children recover from a flood. I believe that you can help

me by telling me how it works in practice and what is done in your area. I also want to know your point of view on a specific type of resource.

### **Type of Research Intervention**

This research will involve your participation in a face to face or telephone interview that will take about an hour.

### **Participant Selection**

You are being invited to take part in this research because Karen Gravell recommended you as ideal candidate and I think that your experience within the Red Cross can greatly contribute to my understanding and knowledge of the current needs and practices.

### **Voluntary Participation**

Your participation in this research is entirely voluntary. The choice that you make will have no bearing on your job or on any work-related evaluations or reports.

### **Procedures & Confidentiality**

I am asking you to help me learn more about the current practices and needs in your area. I am inviting you to take part in this research project. If you accept, you will be asked to participate in a face to face or telephone interview with myself.

**The entire interview will be mp3-recorded, do you agree?**

- Yes, I agree to be recorded
- No, I do not want to be recorded

**Do you want the information to be confidential?**

Yes

*The information will be confidential, and no one else will access the information documented during your interview. The file will be destroyed on the 24 February 2012.*

No

### **Would you like to review your remarks?**

You can ask to modify or remove portions of those, if you do not agree with my notes or if I did not understand you correctly.

Yes, an interview transcript will be sent asap

No

### **Duration**

The research takes place over 3 months in total. During that time, I will be interviewing you once at your convenience and the interview will last for about one hour. I may need to contact you to obtain follow up information at some point after the interview.

### **Risks**

There is a risk that you may share some personal or confidential information by chance, or that you may feel uncomfortable talking about some of the topics. However, I do not wish for this to happen. You do not have to answer any question or take part in the interview if you feel the question(s) are too personal or if talking about them makes you uncomfortable.

### **Benefits**

There will be no direct benefit to you, but your participation is likely to help me find out more about the needs and good practices around supporting children after a flood emergency in the UK.

### **Reimbursements**

You will not be provided with incentive to take part in the research.

### **Sharing the Results**

The information you have shared with me will be used to write my dissertation and Karen Gravell (internal checker) will be reviewing parts of the dissertation where the British Red Cross is mentioned. It will then be submitted to Proyecto Kalú – Humanitarian Aid Studies Centre as well as the Youth and School central team in UKO.

**Do you want to stay anonymous in the dissertation?**

Yes

No, I am happy to be referenced using the Harvard reference style

The knowledge that I get from this research will also be shared with you around the end of February/beginning of March 2012.

**Right to Refuse or Withdraw**

You do not have to take part in this research if you do not wish to do so, and choosing to participate will not affect your job or job-related evaluations in any way. You may stop participating in the interview at any time that you wish without your job being affected.

**Who to Contact**

If you have any questions, you can ask them now or later. If you wish to ask questions later, you may contact me: Brianne, Vally, 44 Moorfields, EC2 Y9AL London, 02078777251, bvally@redcross.org.uk

**Part II: Certificate of Consent**

I have been invited to participate in research about the current practices regarding the activities that support children after a flood emergency situation in the UK.

**I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this research.**

**Print Name of Participant** \_\_\_\_\_

**Signature of Participant** \_\_\_\_\_

**Date** \_\_\_\_\_

***Statement by the researcher taking consent***

***I have accurately read out or circulated the information sheet to the potential participant. I confirm that the participant was given an opportunity to ask questions about the research, and all the questions asked by the participant have***

***been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.***

***A copy of this ICF has been provided to the participant.***

***Print Name of Researcher taking the consent \_\_\_\_\_***

***Signature of Researcher taking the consent \_\_\_\_\_***

***Date \_\_\_\_\_***

Appendix six: Morpeth Flood report (copy of the original – only the figures are missing)



# Morpeth Flood

Evaluation of support group established for children affected by the floods of September 2008.



# 1 Background

In response to the recent floods in Morpeth and, as a direct result of the British Red Cross having a very visible and reliable presence both during and after the crisis, Elaine Reay the head teacher at Morpeth First School approached us for help. Elaine raised great concerns that she had about the children from her school who were affected by the floods, especially as the parents, who were at their wits end, were already approaching her unable to cope with the pressure that such an event can cause.

After an initial meeting had taken place between myself and Elaine, it was agreed that the British Red Cross youth and schools department would co-run the group with the head teacher at the school. There were 30 children in the school aged between 3-9 years who were affected. After discussion, it was agreed that the youngest of these were possibly too young to actively participate in the group work setting and the group was agreed to be the oldest 24, who were aged between 5-9 years.

At this point, Elaine contacted Rachel Hughes, the educational psychologist for the school, who agreed to come on board and lead the sessions with the group. Both Elaine and Rachel agreed that the use of the Red Cross as a discussion point for the first session would be ideal to introduce the children to the group work. This was due to the fact that the Red Cross had been seen by the children at the rest centre and around the town assisting with recovery, it also helped by using examples of floods from other countries where the Red Cross/Red Crescent had also assisted people. This helped the children to understand that floods and natural disasters happen all over the world and that they were not alone.

## 2 Running the group

The flood occurred on the Saturday 6<sup>th</sup> September 2008 and the group sessions started very shortly afterwards. An initial meeting was held with parents on Wed 17<sup>th</sup> September. This meeting had a dual purpose, firstly we hoped to gain parental consent to run the group and, probably most importantly, to provide the parents with a forum to highlight any specific difficulties or needs they were having, which could be referred directly to Red Cross staff or Educational Psychology if needed. All parents who attended gave permission, those that did not attend; the school obtained their permission later. During the parents meeting, no specific needs were referred to agencies, but a number of parents expressed how they felt a group would be necessary as they were aware their children were not talking about the flood in case it upset their parents and vice versa. All parents in attendance were positive about the idea of a group to assist their children in the transitional period of adjustment.

The first session for the children was held at Morpeth First School on Friday 19<sup>th</sup> September. Sessions lasted an hour at a time and were held every week until half term, which was week beginning Monday 27<sup>th</sup> October 2008.

During the first session, the children were introduced to the British Red Cross and informed about us as an organization, visual aids were used in the form of laminated colour photographs from floods in Ethiopia and China which depicted Red Cross workers coming to the aid of civilians who were affected. The session then moved on to talk about the flood which occurred in Morpeth, linking in to the Red Cross presence here and which then led to Rachel Hughes leading the session, discussing the purpose of the group and ground rules. The children then played 'pass the bear' where a teddy bear was used to allow the children to discuss their own experiences, each child took a turn and chose whether or not to speak. During this first session some children did pass the bear straight on to the next person and did not discuss their experiences. Towards the end of the session the children got to play a game, which helped to lighten the atmosphere before returning to class.

After the first session, Rachel Hughes highlighted that there are very few children's storybooks that are designed to assist psychologists working with children to help them to adjust to loss and trauma that experiencing an event like a natural disaster can bring. The second session saw Rachel bring in a book called 'Frog is a hero' by Max Velthuijs, which tells the story of some animals who experienced a flood. 'Pass the bear' was also used afterwards to allow the children to talk about their experiences.

For the third session, Rachel used some of the children's own experiences to write a children's story called 'River in our street', this was read to the children and they were asked to give feedback on their views or any ideas for alterations or changes to the story. One little boy told a story of how he rescued his hamster, which was then added to the story.

The fourth session, music was used to help the children to express their feelings. Extracts from different types of music were listened to and discussed by the children. 'Pass the bear' was used in each session to allow the children time to speak and reflect. Over the weeks some children who did not initially speak started to open up, others became more comfortable with expressing frustration and anger at the grief they were feeling for losing their homes, toys, etc.

Drawing was also used during a number of sessions as a means of allowing the children to express their feelings in a creative and safe environment.

During all sessions, some of the issues raised by children were to be expected, such as the loss of toys and games, however the children also expressed feelings of concern over the loss of such things as floorboards, fridge-freezers, food (one young boy was worried about the fact that he had watched his ice-cream tubs float down the street out of his freezer) and other household items such as settees, etc. The smell

and the dirt in the houses was also raised, one child stated that the water looked more like chocolate.

The children also talked about how some of them had been rescued by emergency services, one of the boys talked about how worried and scared he had been when his father could not open any doors because of the water and the family had become trapped in their home – this resulted in the whole family being saved from their bedroom window into a lifeboat, another was airlifted by helicopter to the rest centre, while another child got separated from her mother who had ended up at a different venue after being helped. The group also focused some of its time on how parents must be feeling, as some of the children had never seen parents crying until this event, so to help them understand not only their own feelings, but those of other people, these were also discussed.

After half term, the sessions continued on a fortnightly basis, this was due to the fact that some children were showing signs that they did not need the group to continue in the same way, as they wished to stay in class with their friends. It must be stated, however, that the older children showed opposite behaviour to the younger children, which led on a number of occasions to them staying behind during break, after the younger children had gone out to play, to offload some of their feelings in a safe environment.

Elaine Reay, the educational psychology team stepped back as the focus of the sessions was now changing, led the sessions after half term. The sessions now consisted of a number of activities, including working with the children to help them to illustrate the 'River in our street' story and planning their own Christmas party, which included deciding which games they wanted to play and what food they hoped to eat.

The final session was a Christmas party, which took place on Saturday 6<sup>th</sup> December 2008.

### 3 Conclusion

To conclude, over the two-month period that the group was running, it has proved to be a vital resource for those children who were affected by the floods. Some children were still living in damp homes, some parents were uninsured and lot of the children were living outside their normal environment, either with relatives or at local hotels.

The British Red Cross were able to provide a unique perspective to group sessions, using our international status as a point of discussion, but also as a means of referral where Elaine could highlight any specific needs of families who may need home visits or assistance with obtaining furniture vouchers, etc.

The partner working between all 3 agencies, Morpeth First School, educational psychology and the British Red Cross worked well and benefited the children in the group by providing a safe environment for them to discuss issues that they may have found difficult to talk about at home.

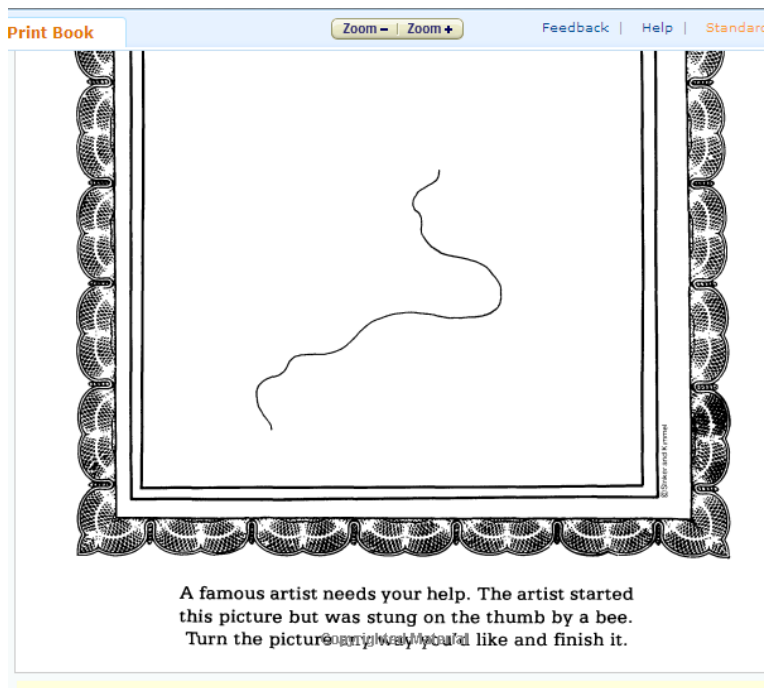
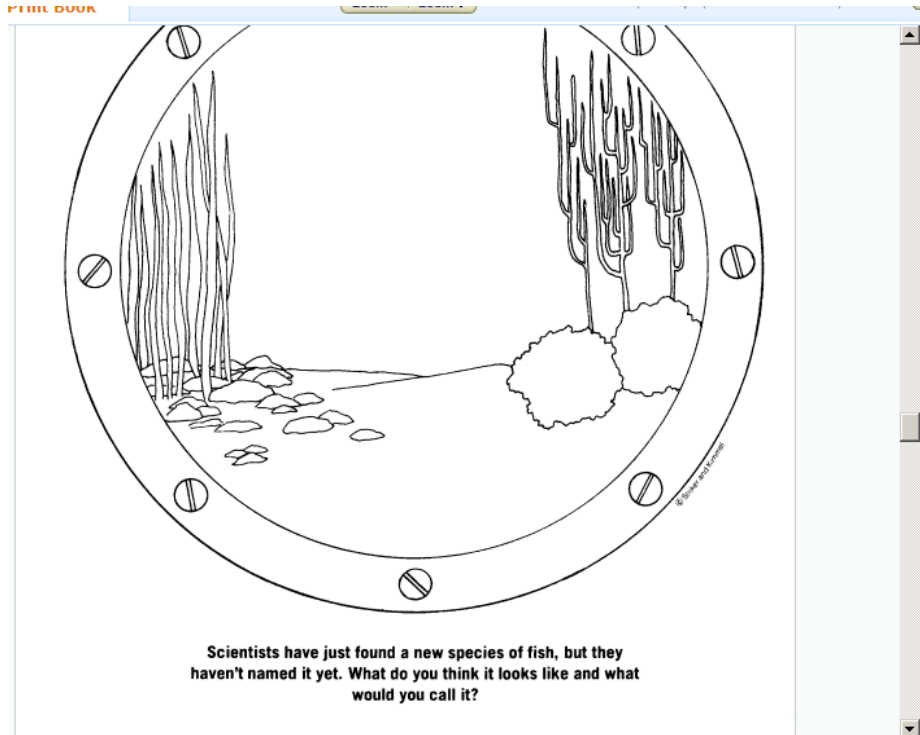
It is hoped that for the group to disband with a party will assist them in the transitional period over the holidays by providing them with a means of celebrating the achievements made in planning the event and the fun of experiencing it.

Mel Williams  
Service Manager (Youth & Schools)

## Appendix seven: Anti-colouring book

The figures below are extracted from Susan Striker's website

(<http://www.susanstriker.com/index.html>).



## Appendix eight: Story line and anti-colouring book – hints

The content below has been written by the author and Charlotte Almond who has experience in story-telling. This is not intended to be used as such but to provide a basis for work.

Me, my willies and the flood

Hello! My name is Wellington. A while ago my home got damaged by water from a nearby river. Heavy rain caused the river to rise and overflow and the water travelled into town and entered people's houses. I had to leave my house for a while until it became safe to return. This is what is meant by flooding, my home got flooded and it made me feel a lot of emotions.

I am here to share my experience with you and how it made me feel. I would really like to learn more about yours and to understand how you might be feeling so that we can help each other learn through our experience.

[Wellington] This is where I live (drawing) and I really like it because my mother and father built it with the help of my grandparents, uncles and aunts. I wonder what your house looks like?

If you have some water around you, what would you do? Do you live near any natural water such as streams, lakes, rivers or the ocean?

To help prepare for flooding it is a good idea to put together, in a safe place, particular items that could be useful in the event of an emergency. These items can be things such as..... / What kind of things would you gather together to help you in an emergency? [suitcase background]

Sometimes it rains a lot and there is a build up of water. If the rain has nowhere to go, such as down the drains, the water in streams and ponds and rivers will rise and overflow. As mentioned earlier, when this happens this is what we call a flood. What would a lot of water look like to you?

If the water gets bigger and bigger houses might get flooded. How much water got into your house? Draw what was affected by water around you?

During a flood, the police, the fire brigade, the British Red Cross and lots of other people come to help. Did you receive any help?/ Who came to help you?

Often during a flood, people use boats to help other people. Design a boat that will help/save lots of people. [water in background]

The flood left a big mess. What would you like to do to help?

During a flood, houses and lots of things inside get wet, dirty or broken. In your house what got covered with water?

Did you lose anything? Did any of your toys, books or favourite things get ruined?

The flood waters are usually really dirty. It is dangerous to play in as you could get sick. What kind of strange things did you see in the water? [dirty flood water with a few things in the water already - background]

During a flood, people cannot stay in their houses as it can be unsafe to do so, where did you go/stay when your house was flooded?

With a flood, lots of negative feelings can come out. It is normal to feel (picture) sad, angry, sick, how do you feel?

Hugs often help people to get better. Design a robot that will give hugs.

It might take a bit of time but houses can be rebuilt by lots of different people. How do you see your new house/ house being rebuilt?/ The builders need your help. How would you rebuild it?

Sometimes/at times river walls can be built to stop a flood from happening again. What would you do to prevent it from happening again?

Some people are permanently/ or are regularly affected by flooding, what do you think their houses would look like if they were made to prevent water from entering?  
(Design a flood resistant house)