

HOW TO MAKE THE HOUSE A SAFE SPACE FOR CHILDREN AND ADOLESCENTS





OUR VISION

A world in which every child and adolescent has the right to survival, protection, development and participation

OUR MISSION

Inspire progress in the way the world treats children and adolescents and achieve an immediate and lasting change in their lives

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THE DIFFERENCE BETWEEN BEING CLOSED AND BEING SAFE

The **COVID-19** pandemic has led to everyone going into quarantine to reduce the risk of transmission. In order for us to live together healthily, our homes must be safe spaces where children and adolescents can have their basic needs met and feel secure.

Equally important is that they feel they are listened to, that their opinion is considered and that they are accepted as they are. A safe space is also one in which adults are consciously present and aware of their own personal processes.

Remember, too, that everyone's needs and interests vary according to their age and personality.



HOW TO CREATE A SAFE SPACE AT HOME FOR CHILDREN AND ADOLESCENTS:

1. Identify your family's needs

There's a lot of information about what to do while living in quarantine. The most important thing is for your plan to be adapted to your family's needs and dynamics

2. Set a routine

One that considers both children and adults' activities so you can organize times for learning, housework and interaction between all family members

3. Share out housework

This work often falls to women who must also do their paid work. Distribute these tasks fairly

4. Caring for children and adolescents

You can reduce the risk of infection in your family by keeping your house clean and making sure that everyone complies with the preventive measures

5. Strengthen your relationship with your children

Take this as an opportunity to bond with your children and make them feel protected and stable

6. Encourage children and adolescents to get involved

Give them a say in decisions that concern them. Bear in mind that making decisions in line with their age is good for their development



HOW TO CREATE A SAFE SPACE AT HOME FOR CHILDREN AND ADOLESCENTS:

7. Foster learning

Make your home a place to learn. Remember to be flexible and use the spaces and resources at your disposal

8. Support your children's and adolescents' emotions

Use empathy, do not judge their emotions, and teach them to express themselves in a healthy way

9. Protect children and adolescents from abuse

Be patient and identify their needs and get to the root of their behavior so that you can support them from getting the best treatment.

10. Be resilient

So they can learn from the situation, come out stronger and overcome this situation healthily.

11. Live together as equals

Avoid gender stereotypes and create spaces free of violence where girls and boys can share the same spaces and times to play and have fun.

12. Reduce the risk of accidents in the house

Identify dangers and create a family plan for how to react before, during and after risks



1

IDENTIFY YOUR FAMILY'S NEEDS

Every family has its own quirks, rhythms and routines, so it is very important to consciously observe what your family needs in order to determine how to organize them during the quarantine.

Consider the following factors:

- Food, state of health of each family member, and the time they will spend working and learning
- When adults are available for household tasks and cleaning.



- Protection, hygiene and cleanliness regimes for if a family member is forced to leave for work.
- How to fairly share out care duties among adult family members.

- Family protection, making contacts and emergency numbers, family contacts, social support institutions accessible to everyone.

- Self-care, considering the needs in terms of recreation, relaxation and family life



2

SET A ROUTINE

In order to set routines that propagate security and are healthy and can be sustained over time. Balance the needs and activities of children and adolescents with those of adults.

SOME STEPS TO SETTING A GOOD FAMILY ROUTINE ARE:

- As a family, determine **what** your **daily activities** are and **when** you should do them.
- Include other activities that are of **interest to girls and boys**, and **agree on times** for them. Some examples:
 - Learning through play and art
 - Physical exercise
 - Relaxation and leisure
 - Personal self-care



- Bear in mind that **girls and boys complete activities slower**, so it is better to **have few activities a day** so that they can take the time they need to do them. Spread activities out over the week.
- Accept that it will take **time** for everyone to **adapt** until to this new routine. Be patient with the children and help them to adjust on the basis of empathy and respect.



- Understand **routine** as a **flexible organizational** arrangement and **not as a rigid imposition** of time-tables and duties. Prevent it from becoming a source of stress and anxiety for girls and boys.
- **Start the day by planning what to do, together with your children**; so you can encourage them to participate and help make decisions.



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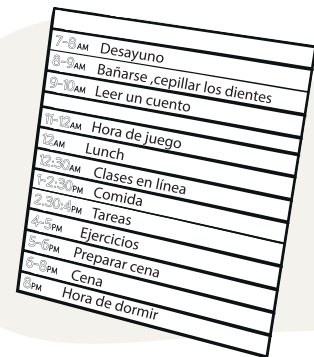
SHARE OUT HOUSEWORK

Generally, women are in charge of housework as well as childcare. In addition, many of them have to carry out their paid work, which can overwhelm them.

It is important to note that, during quarantine, there will be more work as children will be at home, requiring constant care and creating more housework, so it is very important to share out housework and care for children and sick people fairly, on the basis of their needs and the availability of adults.

TO DO SO, YOU MUST CONSIDER:

- **Make a list of all tasks that need to be done**, including cleaning activities, food preparation, recreation, school and work activities, buying food and supplies, caring for children, the elderly or sick, and caring for pets, among others



7-8 AM	Desayuno
8-9 AM	Bañarse, cepillar los dientes
9-10 AM	Leer un cuento
10-11 AM	Hora de juego
12 AM	Lunch
12-30 AM	Clases en línea
1-2:30 PM	Comida
2-30:4 PM	Tareas
4-5 PM	Ejercicios
5-6 PM	Preparar cena
6-8 PM	Cena
8 PM	Hora de dormir

- **Assign duties in line with each person's abilities:**

- Bear in mind that there are activities that can only be done by adults. Get children involved in tasks that can be done according to their stage of development. For example: keep their play area in order or help in other activities under adult supervision.

- Assign time for work and caring for children; if all adults must work from home, set a goal for the work and agree on schedules so that someone is always available to care for children or the sick.

- If someone at home has to go out to work, it is important that they also take care of children, adolescents, the elderly or those with illnesses when they get back. This ensures that those who have stayed behind can also rest.

- Swap responsibilities around so that everyone has the opportunity to do things differently.



SHARE OUT HOUSEWORK

- **Constantly review the distribution of tasks.**

When doing the tasks, talk about their needs and how they feel, change them if you feel it is necessary. They may agree to reassign tasks every so often, for example, on a weekly basis.

- **Stay flexible and open to change, understanding that** reassigning responsibilities means having to do new things or changing the way you do them. Consider that teaching someone to do something new also implies time and energy. Note it down in the activities to be carried out and dedicate a specific moment that does not create additional work for the person teaching. This is a good opportunity to learn and ensure responsibilities are fair, even after quarantine.



- **Include the management of emotions as part of the caregiving tasks.** Generally, mothers are also responsible for maintaining the emotional stability of the family, and during quarantine this task can be made more difficult by fear, stress, uncertainty, tension, boredom and others. Therefore, it is important that this task be considered the responsibility of all available adults, in such a way that each person takes responsibility for his or her emotions (while still having space to share them in a healthy way) and at the same time, supports the children in managing the emotions provoked by the situation.



- **Remember that it is not about helping, it is about taking responsibility and pitching in.**

There is an idea that when we do housework or care for someone, we are helping the one who usually does the task (commonly moms). However, we must remember that the whole family is responsible for these tasks and fairly distributing them is the best way to take responsibility.



4

CARING FOR CHILDREN AND ADOLESCENTS

When staying at home, it is important to consider the care needed by children and adolescents according to their needs and stage of development, taking into account the particular situation we are in. Some recommendations for this are:

- **Put preventive measures in place.** Although the available data on COVID-19 does not report that children and adolescents are a risk group, this does not mean that they are immune to the disease. It is therefore important to take the same preventive measures. Be sure to show them how to take care of themselves, according to their stage of development. For example, for girls and boys between the ages of 3 and 6, using songs and games can be a good strategy.

- **Follow up on the measures.**

Remember that following up on the preventive measures is for the care of children and the family. Try to share with them the importance of carrying them out and follow up on them up in a creative way so that they do it with pleasure and care. For example, wash their hands with a song or graphically show them how to cough and sneeze.

- **Avoid prizes and rewards.** When children's' actions are rewarded, the true sense of why it is important to take care of ourselves and the family and community is lost. Find other ways to make sure they are doing these things, such as accompanying young children to wash their hands, rather than just asking them to do so; always be an example for them to learn how to take care of themselves.

- **Watch and listen.** It is important to pay attention to the symptoms that girls and boys may have. listen carefully to how they feel and believe them at all times. Above all, it is important to effectively communicate with children who are at the stage of development during which their way of communicating is not just spoken language.

- **Communicate constantly.** Listen carefully to their concerns or questions and answer them clearly, as many times as necessary. Explain to them the situation we are living in and the reasons for the preventive measures. Remember that according to their stage of development, children and adolescents obtain information and express their concerns in different ways.



CARING FOR CHILDREN AND ADOLESCENTS

- **Keep the space clean and safe.** Follow recommendations for cleaning and disinfecting the house. When someone leaves and returns, it is essential they avoid contact with children, especially if they are under 1 year old, until all cleaning measures have been taken (change of clothes, bath).

- **Monitor girls', boys' and babies' contact with people in public spaces.** If, for any reason, you have to go out with babies, or small girls or boys, avoid other people touching them or kissing their hands or cheeks. If you go outside, avoid approaching children and babies to avoid transmission.

- **Keep in touch.** As far as possible, it is important to keep children close to their caregivers on a regular basis. If isolation is necessary, contact should be made through other means, for example, by telephone or video call where possible.

- **Care in case of symptoms.** If a child or adolescent has symptoms, it is important to keep them isolated with their primary caregiver or a person not in one of the risk groups. Get in touch with medical personnel and follow their recommendations. Clearly explain to the children the care they must receive, and always encourage them to treat their bodies with love, tenderness, respect and affection. While most pediatric patients are uncomplicated, it is important to follow all recommended care.



5

STRENGTHEN YOUR RELATIONSHIP WITH YOUR CHILDREN

Staying home with your children can be a great opportunity to strengthen the bonds between you. Some actions that can have a great impact are:

Be present, looking for moments to be with your daughters and sons

Pay attention to them in a conscious way, without any distraction like the television or the cell phone.



Play with your children

taking the time to play their games. Let them take the baton and be the protagonists in their own game.

Share your interests with your children

If you like to read, tell stories, dance, play a board game, fix things around the house, cook, watch an animated movie that you like a lot or any other activity that you enjoy, it will be a good opportunity to share something about yourself and have a good time together.

Ask about their interests

and the things they like to do best, so you can get to know them better and strengthen communication.



Remembering that you love them unconditionally,

when they wake up and go to sleep you can tell them how much you love them no matter whether they have bad moments or are misbehaving; this will help them know that you love and value them just as they are.

ACTIVITY

HOW CAN YOU BE CONSCIOUSLY PRESENT WITH YOUR CHILDREN?

Conscious presence is a way to connect with your children to strengthen your bonds. It allows you to get to know them more and communicate better.

STEPS:

1. The first thing is to be aware that, for about 15 minutes, **your attention should be focused on being with your sons and daughters**, so it will be necessary to choose a space with few distractions for you.

2. It doesn't have to be **a moment to** tell them something, but rather **to observe them**, you can propose a game or activity.

3. It is often difficult for adults to be with children or adolescents without being the one to lead, give directions or make corrections, but at this time, it is **necessary to let go of control in order to connect with** no other objective than to be there and listen carefully.

4. Look into their eyes, get as involved as possible. Aspects that strengthen this practice:

- The emotional bond
- If it is practiced constantly, it generates a better emotional connection with your children



6

ENCOURAGE CHILDREN AND ADOLESCENTS TO GET INVOLVED

Getting involved means that we can all say what we think and that our voice is listened to and taken into account by others. This includes children and adolescents, who have the right to get involved and their home is a priority space to do so. In order to promote and facilitate their participation we must:

- **Take the time to find out what they think** and what they propose to do, you will realize how much they are capable of, how much they understand of what happens and how creative they are.
- **Consider their proposals**, many of them want to contribute and are a way of creating belonging and links with their environment.
- **Listen with purpose** to find out what they think and get to know them better, without judgement or bias as to whether their proposals are right or wrong.
- **Take into account that they have their own ideas** and may think differently from you; they may make agreements together so that they feel that they are taken into account in decisions.
- **Trust in their abilities**, because when facing challenges, they have the opportunity to expand their own limits, to get to know themselves better, to experience new things and to improve their self-esteem.
- **Let them make their own decisions;** consider their stage of development and keep in mind that they are capable of choice. Respecting their opinions and allowing them to get involved will mean they reach adolescence with more abilities, greater self-esteem and autonomy.



ENCOURAGE CHILDREN AND ADOLESCENTS TO GET INVOLVED

SOME TIPS TO FACILITATE INVOLVEMENT AT HOME

WITH GIRLS AND BOYS:

- Make it easier for them to access their clothes and choose what they want to wear. Even if it doesn't look good or is out of place for you, it is a small exercise with a big impact on their autonomy.
- When children and adolescents refuse to do something, ask if they want to do it differently or agree on times to do it.
- Agree on routine activities and the order in which they will be carried out as a family, incorporating their proposals.
- Take advantage of everyday situations to work on trust, allowing them to get involved in the activities they are interested in, taking care of their safety at all times.
- Accept their "no" as much as you'd like yours to be respected. This is vitally important for the prevention of abuse, bullying and other mistreatment.
- If there are girls and boys of different ages in the house, facilitate their participation fairly, that is, considering their different needs and how they participate.



WITH ADOLESCENTS:

- Allow them to decide on their daily activities as much as possible.
- Help them make decisions they consider important, give them as much information as possible and let them know that you will be there for them and support them.
- To find out their opinions, try to generate conversations and listen with openness before responding.



ACTIVITY

TRUSTING CHILDREN AND ADOLESCENTS.

Many times, we take for granted that children or adolescents are not able to do certain things and, without realizing it, we can limit the development of those abilities. However, according to their age, there are many things they can do and contribute to if we only trust them.

GIVE YOURSELF A MOMENT TO REFLECT:

- Do I constantly think my children are too young to overcome challenges?
- Do I do things that my daughters and sons could already do for themselves?
- Do I need to make sure that they do everything "well"?
- If I have more than one son or daughter, do I let them participate equally?
- Do I think it's wrong for them to be wrong?

If your overall response has been "Yes" it means that we have little confidence in our children, so it is very important to let go of our expectations of "how they should do things" and to consciously allow and facilitate them to experience daily challenges.

Yes

If your general answer has been "No" it means that you have a lot of confidence in your children's abilities, that you allow and facilitate them in their daily lives to make decisions and learn from their mistakes.

No

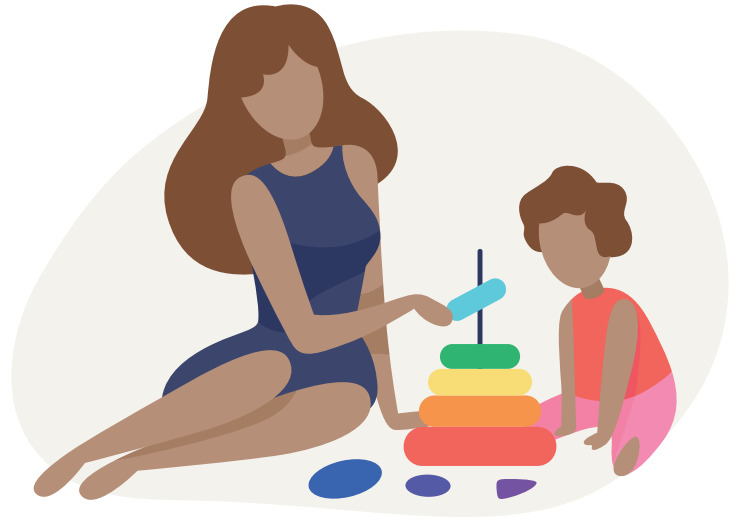
ENCOURAGE CHILDREN AND ADOLESCENTS TO GET INVOLVED

PLAY IN QUARANTINE

Children play even in adverse situations. They play because it is natural for them, because it is easier for them to ascribe meaning to what is happening and because it is the way they learn.

In addition, play also helps them to develop various skills:

- Facilitates exploration and free movement
- It helps them to understand the situations they are experiencing through symbolic play.
- It helps them to develop their decision making.
- It contributes to the good development of language and communication.
- It contributes to their emotional well-being, fulfillment and happiness.



WHAT CAN I DO TO MAKE IT EASIER FOR MY CHILDREN TO PLAY?

The role of adults is crucial in facilitating spaces for free play and shared play that helps to build bonds.

It allows them to explore freely, so it is important to establish safe spaces, where there are no dangers when playing:

- Cover electrical sockets
- Keep dangerous or toxic substances such as chlorine, cleaners, kitchen cleaners, alcohol, etc. out of reach.
- Keep electrical appliances out of reach
- Keep tools or sharp objects out of reach.

Free play means adults care and protect, solving conflicts or facilitating interactions, but avoiding directing or giving instructions.

It is recommended that there are several moments of play a day. This implies that girls and boys will make noise, scream, and move in the space available; allow this, as it helps them to de-stress and clear their minds.

You can use this time for other activities while staying close to children.

If you share play moments with them, let them guide you and take the opportunity of these moments to relax and have fun.



ENCOURAGE CHILDREN AND ADOLESCENTS TO GET INVOLVED

Remember that games and toys have no gender; allow and encourage girls and boys to play from their own interests, show them different options.

Play is also a right of children and adolescents; therefore, it cannot be conditioned upon good behavior. Remember that it is a basic need.

SOME FAMILY GAME

Creative riddles: Each member must describe an animal, object or person and the rest will have to guess who it is. It allows young children to integrate, helps them to expand their vocabulary and with those who are older, reinforces learning of English, semantic fields, categories, classifications, etc.

Our constructions: Agree on something they want to build together: a house, a building, a zoo, a community, etc. Gather material you have at home to do it: cardboard boxes, packaging, plastic bottles, branches, leaves, etc. Children of all ages will be able to practice their concentration, creativity, fine movements and spatial logic.

Search and Find: Someone can select an object and hide it, the rest will have to search for the object with or without the help of clues; whoever found it then hides it. This is a good activity for girls and boys to follow clues, focus on an action and experience the sense of accomplishment in finding the object.

Dance Master: Play the music they like best for dancing, each member can select a song. Start by putting yourself in front as if you were a dance teacher and start dancing freely. Try to enjoy dancing as much as possible; the others should imitate all your movements. It's not a matter of putting on structured steps or exercise, but of dancing and enjoying yourself. After a while, invite a child to be the teacher and everyone should follow her in her dance. It's a very fun and enjoyable activity!



7

LEARNING FROM HOME

With the closure of schools as a measure to prevent the spread of COVID-19, children and adolescents must remain at home for long periods, and don't know when their places of study will be reopened. Faced with this situation, and so that they can continue their education, it is important that the home becomes a place to learn in various ways.

WHY IS IT IMPORTANT FOR THEM TO BE ABLE TO CONTINUE LEARNING AT HOME?

Children and adolescents have the right to education no matter who they are, where they live or what is happening around them. Education, wherever it is received, should be of quality, relevant and safe, as this generates meaningful learning opportunities and enables children and adolescents to find ways to get involved and make decisions, while developing fundamental life skills that contribute to their development and provide both emotional and physical protection.

By creating a safe space at home to learn, we can contribute to the well-being and development of young people, remembering that, through learning, children find ways to participate and make decisions in their environment, while developing skills. In this sense, you are a fundamental part of this process.

HOW DO YOU LEARN?

At times like these, it is important to remember that, in situations like this, children and adolescents learn in different ways, and not only through formal education; there are ways to continue learning when they cannot go to school. In this sense, significant learning can be achieved at home through different activities that motivate them.

It is through play that children and adolescents will be able to experiment, solve problems, have fun, make decisions, concentrate and be curious, and this process teaches them a lot. The interaction, attention and communication that we, as adults, have with them will favor the learning experience.



LEARNING FROM HOME

HOW CAN WE MAKE THE HOME A LEARNING SPACE FOR CHILDREN AND ADOLESCENTS?

- **Remember that you are capable of teaching**, you have been doing it your whole life.
- **Listen** to their concerns about what is affecting their lives, such as not being able to go to school and the emotions this generates.
- **Ensure that differences between girls and boys do not lead to inequalities**, both must have the same time to learn and play.
- **Try to be flexible**, so that they can learn in different spaces and their schedules can be adapted to their needs.
- **Take advantage of the materials and resources available to you** that can be used for learning.
- **Create a space for learning** that allows children to be comfortable and do their activities while they learn.
- **Focus learning on topics that are relevant** and encourage them to plan how and what they would like to learn at home.
- **Identify their interests** and encourage their curiosity for research. See what they like and what they learn easily.



LEARNING FROM HOME

- **Reinforce math and language skills** making use of the resources available.
- **Promote and respect spaces for creativity** and play as natural forms of learning.
- **Learn as a family**, but also strengthen their autonomy. Everyday activities are a good opportunity.
- **Remember that meaningful learning can occur from the knowledge they have.**
- **Strengthen emotional ties through** spaces designed for reading.
- **Ensure that, if they connect to the Internet, they are in safe places.** Stay close and monitor what content they consume.
- **Recognize what they have been learning** and be patient for those who advance at a different pace.
- **Maintain communication with teachers** to support them in distance education and with other parents to exchange experiences
- **Be patient.** If something doesn't go as planned or there is resistance to some activities, keep the option of doing something different or continuing at another time open.



ACTIVITY

LEARN AS THE FAMILY

It is important that, if we are making our home a safe learning space, we take advantage of what we have in it to create a routine, strengthen skills, explore our creativity as a family and have fun.

Here is an example of a calendar, which mixes the days of the week, the subjects and examples of some activities that can be done to reinforce each of them, exploring the resources we have at home.

Remember that it is significant when we do these exercises as a family, and take into account adapting the activities to the different interests and ages of the children at home

	Mathematics	English	Science	Art	Physical activity
Day 1	How many are there of...? Look for items in your home that begin with the first letter of your name. Locate them from the largest to the smallest. Sort your socks by color.	Write a letter to someone you know.	Watch a seed grow. (Process throughout the week. Can be supplemented with a video)	Draw your family and tell a story.	Dance to your favorite song.
Day 2			What does the bean need to grow?		
Day 3		Find things that start with M. Write a story with what you found.	Draw the bean. How's it growing?		
Day 4			What do you need to grow up?	Draw a map of your house.	
Day 5	Find a triangle, a square and a circle. What objects in your house have those shapes? What color are they?			Listen to a song and draw what you hear.	



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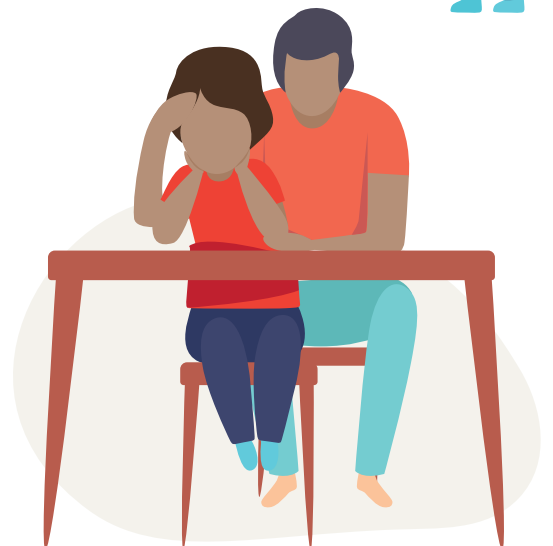
SUPPORT YOUR CHILDREN'S AND ADOLESCENTS' EMOTIONS

Faced with measures to prevent the spread of **COVID-19**, children and adolescents have changed their entire routine. This can lead them to experience a variety of emotions and they need the support of their adults of reference to feel that they are accepted, loved and protected.

Each child or adolescent is a unique person, therefore, the way they build and express their emotions is also unique. That is why one child might cry if they are sad and another might cry if they feel anger or frustration. There is not just one way to express emotions and it is important to know this in order to better accompany them in the face of what they are feeling.

WHAT CAN WE DO TO SUPPORT THEIR EMOTIONS?

- **Know your emotional world.** Take advantage of this situation to be more present and observe their personality, what emotions they may be experiencing in everyday situations and how they express themselves. Remember that they are still in the process of maturing and that the younger they are, the more difficult it is for them to communicate with language what they feel and they will do it more through their behavior, crying or body expression.
- **Validate their emotions.** Validating means that we allow children and adolescents to experience what they feel and to support them from a position of empathy. There are no positive or negative emotions, and there are no boys' or girls' emotions either, they are all important.
- **Identify what they feel and give it a name.** Girls and boys may experience feelings they do not know such as anguish, frustration, euphoria, etc.; it is important to let them know that what they are feeling is valid and that that emotion has a name. This will allow them to better express themselves and communicate.
- **Explain how they can express their emotions without hurting themselves or others.** Some emotions that cause discomfort can lead children and adolescents to express them aggressively towards themselves or others. This gives rise to behaviors such as hitting oneself, hitting someone else, throwing things, etc. When this happens, it is important to establish a physical limit in a respectful way with them and to explain to them that what they feel is valid but that there are other ways to express it without hurting people.



SUPPORT YOUR CHILDREN'S AND ADOLESCENTS' EMOTIONS

- **Help them to regulate themselves.** Emotions have been limited by certain gender roles that dictate that the way they are expressed is different for girls and boys or women and men. Allow your daughters and sons to express any emotions without judging them on the basis of these roles. Give boys space to express fear, sadness, or anger in a respectful way; and girls space to be angry or express strength and courage. As a parent, try to open up spaces for emotional connection with your children and other family members.

- **Avoiding harmful gender roles.** Emotions have been limited by certain gender roles that dictate that the way they are expressed is different for girls and boys or women and men. Allow your daughters and sons to express any emotions without judging them on the basis of these roles. Give boys space to express fear, sadness, or anger in a respectful way; and girls space to be angry or express strength and courage. As a parent, try to open up spaces for emotional connection with your children and other family members.

- **Recognize and work on your own emotions.** In order to support children and adolescents, it is important, above all, to recognize, validate and express your own emotions, to know how you feel in everyday situations in order to be in contact with yourself and thus support the emotions of your children from a neutral standpoint this is important because many times, when children or adolescents experience emotions that are difficult to handle, such as anger or frustration, you can get in touch with their emotion and support them instead of scolding them or dismissing their feelings.

- **Share ways to find calm with children and adolescents.** If you have identified self-care techniques that work for you, share them with your children so that they have more tools to manage their emotions.

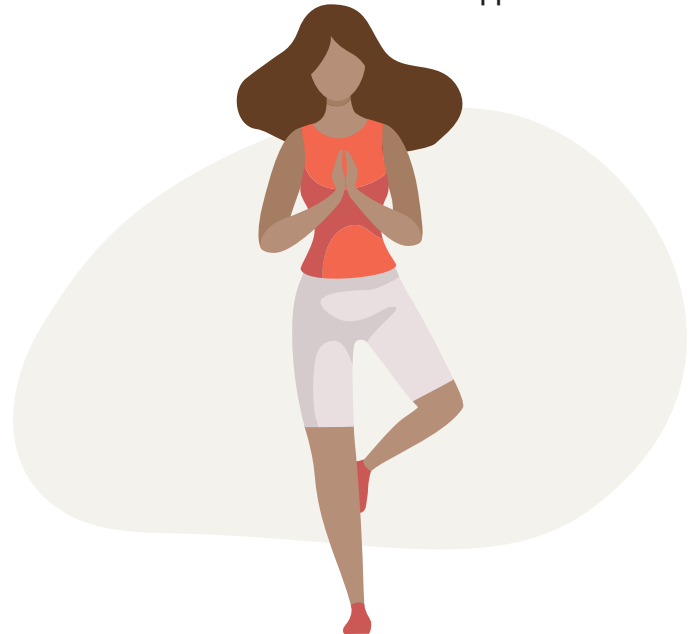


SUPPORT YOUR CHILDREN'S AND ADOLESCENTS' EMOTIONS

WHAT DO YOU DO WHEN CHILDREN AND ADOLESCENTS HAVE EMOTIONS THAT ARE DIFFICULT FOR THEM TO HANDLE?

Children and adolescents are very emotional, which means that they understand and interact in their environment based on their emotions rather than on reasoning or logic. Therefore, their emotions will often be very intense. When it is anger, frustration, anguish, uncertainty, etc. their manifestations can become difficult to support. Here are some tips:

- 1. Take a deep breath and remember that their emotions are theirs and they don't have to be yours.**
- 2. Let them feel what they are feeling,** avoid phrases like "Why are you being like this?" "What do you want?" "It's not a big deal", "Just calm down", etc.
- 3. If they are young girls or boys, try to change activities so that they can regulate themselves.** If they are older children, staying close by and expressing your understanding of what they are going through in an empathetic way can help. For example, "I understand that you want to see your classmates and you miss them, I also miss going out and living together, I am here".
- 4. Help them to identify what they are feeling,** you can ask them about their body sensations so that together they can identify what emotion they are feeling. Do you feel any discomfort in your body? Or describe what you see: "I see you are upset; I see you are very angry; I see you are nervous; I sense you are overwhelmed."
- 5. If they hurt themselves or someone else,** set a physical limit by respectfully taking their hands or pushing them away and tell them quickly that what they feel is okay, but that is not how they should express themselves. Encourage them to find different ways of expressing themselves that they feel comfortable with.
- 6. Respect their needs.** Many children need to be hugged or comforted if they experience intense emotions. At other times they will want you to be close, but without contact. Needs may vary for each child and at each moment. See what your child needs and go with him or her.
- 7. Once they feel calm again,** explain what they can do next time they feel that way.
- 8. Remember that they are learning to express and manage their emotions** and that they are in the process of maturing so it is natural that they sometimes get overwhelmed, they do not do it to challenge or annoy anyone or to make them feel bad.



ACTIVITY

EMOTIONAL VOCABULARY

There are situations that make us feel several emotions simultaneously. In order for children and adolescents to be able to express themselves, it is important to expand their emotional vocabulary.

You can do the following exercises to help with this:

1. Every time someone asks someone else at home how you are doing, avoid answering with good or bad and answer broadly. For example: "I am calm, I feel carefree today". In this way we model different forms of expression while also practicing.

2. When you talk about how you feel with children or adolescents, try to do it in a detailed way, talking about feelings and various emotions that make you feel some situation, for example:

"Today when I went out to do the grocery shopping, I felt very nervous at first, so I brought my anti-bacterial gel and that already made me feel calmer. Then, when I got to the market, I realized that there were a lot of people and suddenly I felt scared, so I rushed and as I talked to some people, I also felt joy of living together and being able to get some air. Back home, I felt very warm but happy to arrive and see them.

3. When girls, boys and adolescents talk to you, ask them "What did you feel?" Constantly, so they can start to observe and get to know themselves.



9

PROTECT CHILDREN AND ADOLESCENTS FROM ABUSE

In view of the measures to prevent the spread of COVID-19, children and adolescents must remain in their homes, so it is very important to consider some strategies to meet their needs, both physical and emotional, for learning and play, on the basis of respect and good treatment.

Meeting these needs is no easy task: it will take a lot of patience, calm and creativity to achieve a respectful relationship with no scope for abuse. When we talk about abuse, we mean not addressing children and adolescents with shouting, threats, humiliation or physical punishment, not meeting their needs for food, contact, leaving them no time for rest, play or recreation.

Under no circumstances is physical or humiliating punishment justifiable.

We would like to share with you some recommendations for loving parenting, to prevent and protect children and adolescents from abuse, according to the stage of development they are at.

For early childhood (0 to 5 years):

1. Take into account that they need a permanent attachment figure that provides them with security and confidence. The secure attachment establishes a solid base for the emotional bond to be strengthened.

2. In order for a baby to be able to count on permanent contact, you can use an ergonomic baby carrier to provide him/her with security, while at the same time leaving you free to move around and do other things.

3. Their way to communicate when something upsets them is crying, therefore, it is important to accompany the crying with contact and presence. The more they are accompanied and looked at, the easier communication with them will be.

4. Teach them with a lot of patience. They are in a maturation process, just getting to know the world, it is natural that some things scare them, overwhelm them, or that they do not understand.



PROTECT CHILDREN AND ADOLESCENTS FROM ABUSE

5. Around the age of two, a stage of emotional outbursts begins, commonly called "**tantrums**". These are natural and **happen because they are in the process of maturing and their expressions are very instinctive**. It's important to know that at this age they don't throw tantrums to get something they want, but because they get angry or frustrated because what they want or need, they can't have.
6. If they've already become overwhelmed, accompany them through the emotion, take a deep breath, make sure they don't hurt themselves or others, stay close and try to offer some other activity. Use the game to move on to another time.
7. Sometimes **you can stop them getting overwhelmed by filling** food, hygiene, sleep or contact **needs**.
8. **Inappropriate behavior is just an expression of an emotion or need that needs to be addressed, so it is important to go to the root to find the cause of that behavior.**

For girls and boys (6 to 12 years old)

- **Always reinforce your family's values** so they can guide children. For example, if an important value in your family is respect, start by treating everyone with respect.
- **Avoiding punishment** as it is not functional and is very detrimental to their self-esteem and development. **Educating from fear is a form of violence.**
- **Listening to children** helps you understand why they have trouble doing something, or why they are not in the mood to do some activities, so make agreements together.
- **If your sons and daughters have conflicts with each other**, support them so that they can resolve them without taking sides, only facilitating communication and empathy.
- **When they behave inappropriately**, help them figure out why it is not right and give them a chance to express themselves.
- **Setting respectful limits for safety and care** can be an option to avoid conflict or confrontation.



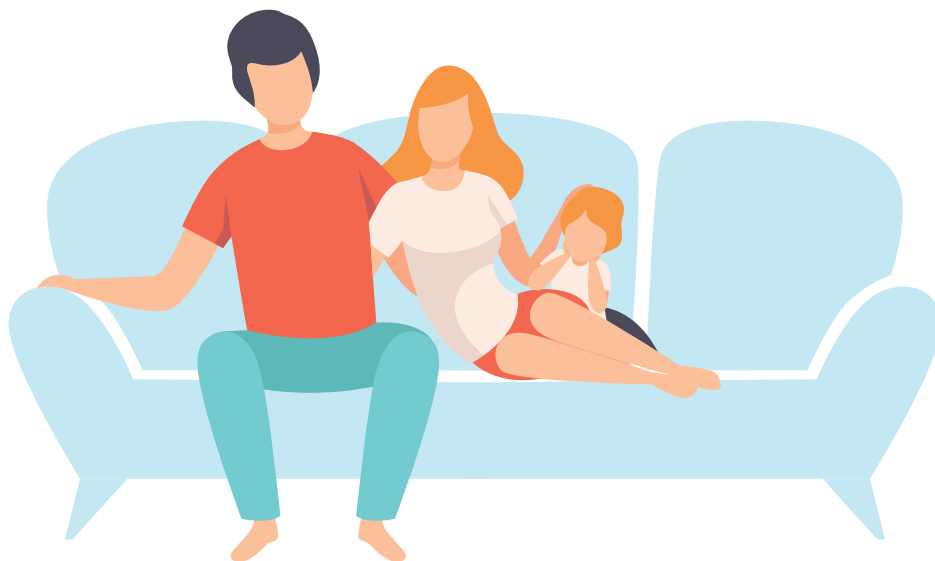
PROTECT CHILDREN AND ADOLESCENTS FROM ABUSE

For teenagers:

- Understand that they are in a stage of transformation.
- Be openness to find out their interests and tastes.
- Let them know that you accept them as they are and that you are there for them to prevent him from seeking a sense of belonging outside the home.
- Respect their privacy and spaces.
- Trusting their abilities and skills is important so that they feel protected.

Remember that:

- Children and adolescents are people who deserve to be treated with respect, love and care; they have the right to be protected from all forms of violence.
- Parenting is not an easy task and can be exhausting, so it is important that you can have self-care techniques to be able to support them from a position of calmness, empathy and respect.
- If you feel that you could get overwhelmed or lose control in any situation, remember that you are the person who must protect them; step back from the situation for a moment, breathe and look for a way to release your emotions to avoid mistreatment.
- Seek support from other adults in your family if possible, or there are virtual parenting groups on social networks that can provide support in containment and strategizing.
- Information is essential. If you feel you need parenting tools, look for information about children and adolescents to better understand how girls, boys and adolescents feel and think.





WHAT IS RESILIENCE?¹

Resilience is a person's ability to learn and come out stronger from difficult situations, risks or adversities. However, difficult situations in childhood and adolescence can affect developmental processes, since their first years of life are the most decisive for the rest of their lives.

Situations such as their mothers, fathers or caregivers becoming ill, being directly or indirectly the target of violence, abuse or neglect, and feeling constantly frightened or unprotected because of the pandemic, can affect the full development of children and adolescents.

To make children and adolescents resilient, their relationships must be beneficial, based on love and respect. For this reason, we propose some strategies that will allow us to promote the resilience of all people at home, especially children and adolescents.

CREATE EMOTIONAL AWARENESS

That way, children and adolescents will be able to identify how they feel while having a safe space to express their emotions, both with their peers and with their adult references. It is key to encourage children and adolescents to be able to express emotions such as fear and sadness. These are often emotions that they are denied because they are children by saying things like: "crying is for girls".

MANAGE EMOTIONS IN A HEALTHY WAY

Help them to solve small problems according to their stage of development, in an appropriate way and without reacting aggressively. This teaches children and adolescents to respectfully express anger or frustration, as an alternative to traditional models that generate violence. (See section 9 on supporting your children's and adolescents' emotions) [Translator's note: as given in Spanish. Actually refers to section 8]

REDUCE STRESS

Learn together to cope with it in a healthy way and reduce its impact. Help them decrease the effects of stress they face due to adverse conditions. (see suggested breathing cards in the Self-Care Guide). Remember to encourage the same spaces for girls and boys, so that stress management is something they both learn.

MITIGATE THE CRISIS

Observe and accompany the process when an anxiety attack occurs so that they learn to manage it better. In these cases, the way you process these moments of crisis and how you relate to other family members will be an example for children.

¹ There are many definitions due to the variety of adverse conditions that children may face in their lives. According to the American Psychological Association (APA), resilience is defined as "the ability to adapt well to adversity, trauma, tragedy, threats, and even significant sources of stress."

ACTIVITY

HANDLING OF EMOTIONS

In order to express an emotion, it is important to recognize what we are feeling, a simple way to represent it is by using art.

CREATION OF MASKS:

1. We invite you to close your eyes for a few minutes, take the opportunity to stop a little, feel your body and observe how you feel.
2. Once you've identified how you are. Let's represent it as a mask.
3. Cut out shapes from a piece of waste cardboard.
4. Stick the shapes on top of a cardboard base (circular, oval or any other shape you decide) transforming it into the emotion you feel.
5. Share with your family



LEARNING POINTS FOR THIS ACTIVITY:

- Recognition of one's own emotions and expression
- Transparent communication at home
- By recognizing our own emotions, it is easier to support the emotions experienced by children and adolescents.
- It is an opportunity for children and adolescents to learn various forms of expression and communication.
- It facilitates self-knowledge.



11

LIVE TOGETHER AS EQUALS

We must consider that people are at a different level of risk depending on their age and sex. For example, a girl's needs are not the same as those of an elderly man. During quarantine, to prevent the spread of COVID-19, it is important to consider all needs and ensure a safe space for everyone.

RECOMMENDATIONS FOR WOMEN:

Taking care of our health

There are some specific considerations for the care of girls', adolescents' and women's health:

- **Menstrual hygiene:** ensure that there are enough supplies to handle the menstruation of all the women in the house. If there are no towels or tampons available, you can consider more durable alternatives, such as cloth towels or menstrual cups. It is also important to make sure there is a private space to change, water to keep clean, and a place to dispose of what has been used.
- **Pregnancy:** Pregnant women are one of the risk groups for COVID-19, so it is important to take every precaution to protect yourself and inform medical personnel of any symptoms.²
- **Breastfeeding**³: you can continue to breastfeed even if the mother suffers from COVID-19 if you wish, only the recommended hygiene measures should be followed: respiratory hygiene, hand washing, clean spaces. If you are ill and cannot breastfeed, you can consider pumping milk to continue breastfeeding.
- **Newborn children**⁴: direct and early contact with newborn babies is recommended, as they are important for their development and in helping to establish a secure attachment: breastfeeding, holding them, skin-to-skin contact, sharing the room, attending to their cries, etc.
- **Puerperium:** This is the stage after the birth of a baby; it can be difficult because it is a personal and family adaptation process. It is important that in this stage there is a redistribution of tasks in the home, so that mothers can focus on generating the necessary bonds with the baby. It is natural for mothers to have recurring feelings of sadness or anger for a few weeks. If this situation persists, it is important to express it and seek support.



² OMS, <https://www.who.int/es/news-room/q-a-detail/q-a-on-covid-19-pregnancy-childbirth-and-breastfeeding>

³ OMS, <https://www.who.int/es/news-room/q-a-detail/q-a-on-covid-19-pregnancy-childbirth-and-breastfeeding>

⁴ OMS, <https://www.who.int/es/news-room/q-a-detail/q-a-on-covid-19-pregnancy-childbirth-and-breastfeeding>

LIVE TOGETHER AS EQUALS

- **Maternity:** Being a mother is extremely exhausting, especially during the first years of a child's life. It is important to consider that parenting is a work of care and as such, it must be supported, assisted, and above all, shared. Any questions about pregnancy, postpartum and breastfeeding, you can contact Planificatel at 800-628-37-62.

- **Contraceptives:** if any contraceptive method is used, provision should be made for access and replacement during the stay at home. For any questions about contraceptive methods, contact Planificatel at 800-624-64-64.

TAKING CARE OF OUR WELL-BEING

- **Don't downplay the emotions you feel:** Sometimes women think it's not right to feel tired or overwhelmed and don't allow themselves space. This can lead to extreme exhaustion, guilt and even illness. Allow yourself to feel everything that the situation provokes and talk about the needs you have to rest and have time for yourself.

- **Reflect on the emotional burdens:** Generally, supporting emotions is a task that the mothers of the family carry out: supporting and calming the children and handling the emotions of the other adults. Visualize what emotional burden you are carrying and try to share it with the rest of the adults so that each one of them takes responsibility for their emotions and contributes to supporting the children.

- **Make agreements for resolving conflicts:** Disagreements can lead to violent situations; to avoid this, agree on how to handle these situations so that you can prevent them and learn to resolve them in a healthy way. Make sure that all voices are included in these agreements and that they do not put anyone at risk.

- **Let's abandon harmful gender roles:** Violence is generated and allowed by some ideas about how we should behave if we are women tender, sensitive, understanding, silent. Putting these roles into practice can be very harmful, because they perpetuate violent situations exercised by men. Therefore, making these gender roles visible and questioning them is a form of violence prevention.



ACTIVITY¹

TIME WITH MYSELF

1. Self-knowledge: recognizing what affects us, what worries us or what we like allows us to put together a strategy to take care of ourselves. This helps us to identify situations that affect us and protect us, such as: information saturation, a situation around us or with a family member.

2. Writing: this activity can be very useful to express emotions, especially anxiety. A useful exercise is to write down thoughts and emotions that make us feel calm and place them in a jar that is within sight. When we are in discomfort, we can take out some of those little pieces of paper.

3. Taking care of your space: sharing a closed space for so long can be overwhelming. Try to have spaces where, from time to time, you can be with yourself. It doesn't have to be the same space all the time and it doesn't have to be reserved for you all the time, just for a few moments where you can do activities for yourself.

4. Self-massage: although contact is limited, you can always keep in touch with yourself. You can use some oils or moisturizing cream and massage your neck, arms, legs, and feet.

5. Connecting: knowing that you are not the only one who is feeling this way contributes to feeling supported and at the same time, supports the other person. Try to open safe spaces with other people with whom you share the space or with those who are far away, but with whom you can make contact online.



¹ Some techniques to manage our emotions in toxic spaces, taken from:
<https://malvestida.com/2020/03/cuarentena-y-violencia-familias-toxicas-pareja-violenta-ayuda/>

WHAT TO DO IN CASE OF VIOLENCE AT HOME

There may be cases where, even when we do everything to prevent, violence arises. In that case:

1. Remember that the responsibility for cases of violence lies with the person who exercises it and, although we can prevent it, it is not your fault if you find yourself in such a situation.
2. Remember that violence is not only physical, but can also be psychological, economic, or sexual.
3. Don't hesitate to ask for support when you feel that you or someone else in your home is at risk, you can ask friends, family or supporters for help.
4. If your children express that they feel insecure or that they have experienced some form of violence, always believe them and look for an instance and network of support.
5. One organization that can provide support is the Red Nacional de Refugios A.C., in Mexico City at 56-74-96-95 and the rest of the country at 800-822-44-60.



ACTIVITY¹

SAFETY GROUP

If you think you could experience a violent situation at home, you can create a "network of supportive friends" in an instant messaging chat.

1. Choose three people you trust and make a chat group
2. Set a short emergency code, it can be an icon or a word
3. Determine the plan of action in case one of you uses the emergency code
4. Try to stay in constant communication so that you feel supported
5. Try to keep your cell phone with battery, network access and close to you
6. When you feel in danger, send the emergency code so others know you need help

¹ Some techniques to manage our emotions in toxic spaces, taken from:
<https://malvestida.com/2020/03/cuarentena-y-violencia-familias-toxicas-pareja-violenta-ayuda/>



LIVE TOGETHER AS EQUALS

RECOMMENDATIONS FOR MEN:

Taking care of our health and the well-being of our family

1. Health care: Studies and data⁵ indicate that COVID-19 affects men and people with pre-existing illnesses more severely. Sometimes, for fear of feeling weak or vulnerable, men neglect their health or ignore symptoms or preventive measures. Take care of your health, take the necessary hygiene measures and be alert to any symptoms in order to follow the corresponding protocols.

2. Family care: Remember that each family member has different needs according to their age and gender. If there are babies in the house and therefore, they need to be with their mother more, take care of feeding, housework and the care of other children in the house. Contribute to the special care required for pregnancy, breastfeeding, menstrual hygiene and sexual and reproductive health. Listen and support as needed.



3. Well-distributed responsibilities: Housework, as well as care of children or the elderly or sick, are usually carried out by women and girls. It is important for men to take responsibility as family members and to carry out equally agreed-upon housework and care tasks.

4. Recognition of emotions: Sometimes men are afraid to express certain kinds of emotions like fear, sadness, uncertainty, because they don't want to feel vulnerable in front of other people. This also leads them to express emotions only in a violent way. It is therefore important that men are able to keep in touch with what they are feeling, do not downplay it, and find ways to express themselves that do not put them and their families at risk.



5. LA Times <https://www.latimes.com/science/story/2020-03-21/why-is-the-coronavirus-more-deadly-for-men-than-for-women>

LIVE TOGETHER AS EQUALS

5. Emotional connection: Generally, supporting emotions is a task that the mothers of the family carry out; supporting and calming the children and dealing with the emotions of the other adults. Men must also assume this responsibility and build loving ties with their family; that way they can set a good example for their daughters and sons of how to handle their emotions.

6. Participation and decision-making: Decision-making should be joint and take into account the needs of each family member. To ensure this, it is important to listen and involve everyone equally, as well as to generate agreements to deal with different situations, such as disagreements or conflicts. This will avoid situations of violence.

A dark blue rectangular graphic with a white border. At the top left is a circular icon of a person's head and shoulders with a speech bubble. Below the icon, the text reads: "PREVENIR Y ATENDER LA VIOLENCIA EN CASA ES NUESTRA PRIORIDAD." followed by "SI COMO HOMBRE ESTÁS A PUNTO DE EJERCER VIOLENCIA, LLAMA DE INMEDIATO A LA LÍNEA DE EMERGENCIA QUE GENDES TIENE DISPONIBLE LAS 24 HORAS DURANTE ESTA CONTINGENCIA POR EL COVID-19." The phone number "52 64 20 11" is displayed in large, bold, pink letters. At the bottom left is the website "www.gendes.org.mx" and at the bottom right is the GENDES logo, which consists of three horizontal bars in blue, purple, and pink, with the word "GENDES" below them.

PREVENIR Y ATENDER LA VIOLENCIA EN CASA ES NUESTRA PRIORIDAD.

SI COMO HOMBRE ESTÁS A PUNTO DE EJERCER VIOLENCIA, LLAMA DE INMEDIATO A LA LÍNEA DE EMERGENCIA QUE GENDES TIENE DISPONIBLE LAS 24 HORAS DURANTE ESTA CONTINGENCIA POR EL COVID-19.

52 64 20 11

www.gendes.org.mx

GENDES

* Image obtained from www.gendes.org.mx/

7. No harmful gender roles: Violence is generated and allowed by some ideas about how we should behave if we are men: to be strong, tough, emotionally detached and express our emotions violently. Putting these roles into practice can be very harmful because they generate situations of violence by perpetuating violence in men as a way of relating to others. Therefore, making these gender roles visible and questioning them represents a form of violence prevention.

12

REDUCE RISKS AT HOME

For the house to be a safe place, it is important that we are aware of the environment and the dangers or threats to which we are exposed on a daily basis; identifying them is fundamental to reducing risks inside and outside the home.

Risks are the possible consequences of situations can cause a danger or threat. Having a sense of these risks helps us not to panic, since we will know what can happen, how we can avoid it and how best to respond if it happens.

THE IMPORTANCE OF KNOWING THE THREATS IN REDUCING RISK:

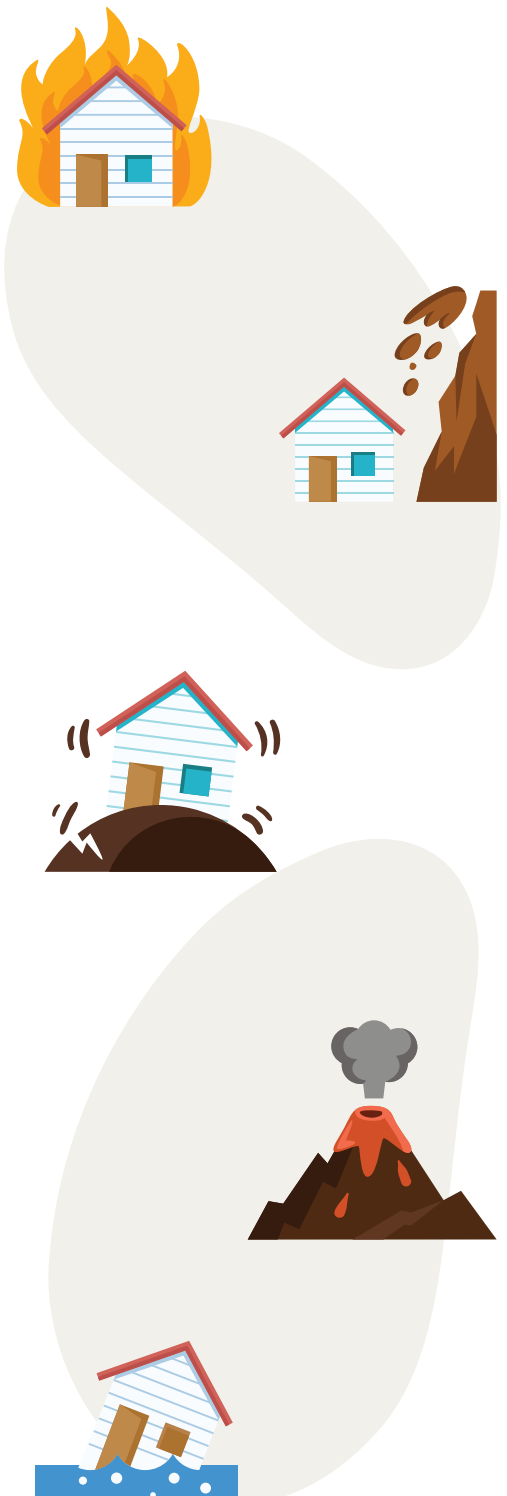
A threat is understood as a signal that something bad or dangerous may happen; it is the probability that a phenomenon of natural origin such as earthquakes, floods, hurricanes, volcanic eruptions, among others, or one caused by human beings such as traffic accidents, social conflicts, fire, etc., may cause damage to people, their property and/or the environment.

Some threats occur more frequently at a certain time of year, others occur in certain places and geographical areas, and still others occur at home. Therefore, it is important that you can identify what threat or danger you are exposed to, and what risks may occur as a result of those threats. This will help you to determine what can be done to reduce the consequences or risks generated by such threats.

CREATE A FAMILY PLAN TO REDUCE RISK

In order to have a safe space, it is essential to make a plan in which all family members identify threats and risks that are in and around their home and contemplate activities to be carried out before, during and after an emergency or disaster occurs. In Mexico, this plan is also known as the Family Civil Protection Plan.

Even if we are at home for now because of the quarantine, we must also remember that there are dangers to which we are exposed and they can occur at any time, which is why we must always be prepared.



HOW IS THE **PLAN** MADE?

1. Detect and reduce the risks.

Taking a walk inside and around the house helps to identify the threats and risks we are exposed to. This way you and your family will know what to be prepared for. Consider the eyes and voices of all family members for this identification.

2. Draw up your risk and resource map.

Clearly identify the areas of highest and lowest risk in and around your home.

3. Make the best decision.

Once the dangers have been identified, decide with your family what the most convenient way to respond to each one of them will be. Think about how you can reduce the risk: for example, if an object can fall and hurt us it can be fixed to the shelf, ceiling or wall, if the evacuation routes in the house have obstacles that will cause us to trip or take longer to get out, we should remove them and leave the way clear. If there is a risk of electrocution or burns, keep children away from the danger and unplug the device.

4. Monitor children.

make sure that the place where children play, learn and spend their time is free of objects that can cut or injure them or that they can put in their mouths.

5. Conduct drills.

The way to know if the family plan is adequate to the needs of your family, the characteristics of your home and the environment, is to put it into practice through drills. The drills keep your family plan up to date, so it is important to carry them out continuously.

REDUCE RISKS AT HOME

RECOMMENDATIONS FOR REDUCING RISK IN THE HOME

As part of risk reduction actions at home, pay attention to anything that could endanger family members, especially children, adolescents, the elderly and sick people.

Here are some recommendations to follow at home:

Handling chemicals and cleaning products

- Keep toxic products out of the reach of children and pets and store them separately from food and drink.
- Avoid contact with eyes, skin and clothing. Use gloves and mask when recommended.



Handling objects that may slip, fall or tip over due to an earthquake or high winds.

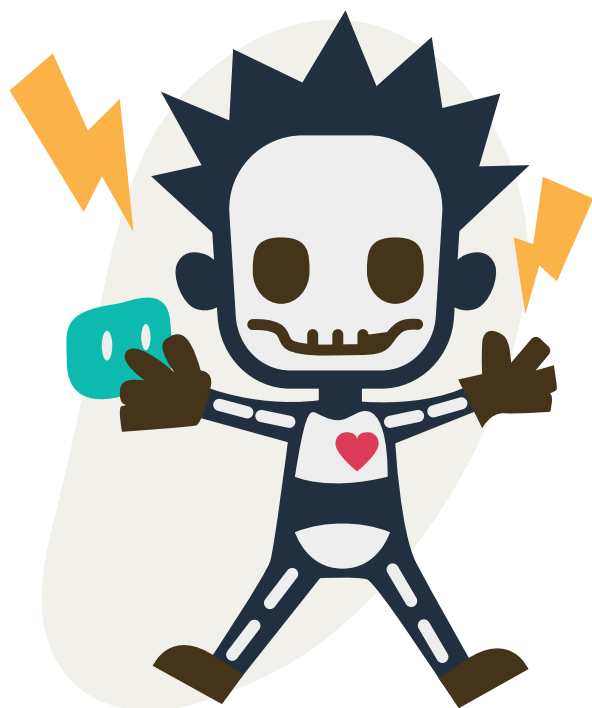
- Secure and fasten with wire or secure screws, any appliance, object or item you have in your home that may fall or slide.

Preventing burns and electrocutions

- Establish a low-risk area for children to explore and play in, trying to keep them away from fireplaces, the kitchen or ironing.
- Avoid overloading electrical outlets with various electrical appliances or using them near water, as this can cause a short circuit.

Preventing Choking

- Prevent children from having access to small objects that they can put in their mouths.
- Don't leave a baby alone with a bottle and watch small children while they eat or play.



REDUCE RISKS AT HOME

Preventing Falls

- Do not let children play or run in high places, on slippery floors or where dangerous objects are nearby; establish a safe, obstacle-free space for play.
- Frees corridors from obstacles. Remember, evacuation routes must be clear.

Preventing Poisoning and Intoxication

- Keep all medicines stored and out of reach of children.
- Keep cleaning supplies and other chemicals out of reach of children.

Drowning Prevention

- Place locks on tank lids to prevent them from being opened by children.
- Do not leave containers of water within reach of children.
- Don't leave children alone in bathtubs or pools.

Assemble your emergency family backpack

This backpack or kit is indispensable for survival and emergency response. The backpack must be designed to be carried and leave your hands free. While we are quarantined at home, other emergencies may require us to move to a safer location.

The backpack contains a variety of supplies according to the needs of each family and in the event of an emergency, it should contain items that are vital support for at least a 72-hour period. That is why it is recommended that the backpack include

- Toiletries
- First aid kit,
- Non-perishable food and drink,
- Clothes and coat
- Communication equipment.



REDUCE RISKS AT HOME

KEEP A FIRST AID KIT HANDY:

In addition, it is important to have a first aid kit at home that can be transported, some of the items it may contain are

- Alcohol (only for sterilizing materials)
- Antacids
- Aspirin for adults and children (if not allergic)
- Bandages of various sizes
- Eyedropper
- Antibacterial soap
- Specific medication that a family member is taking with a prescription
- Gauze package
- Thermometer
- Scissors
- Elastic bandages of various sizes
- Sanitary pads for women and girls. They can also be used to absorb blood from a bleeding wound



OFFICIAL REFERENCE SOURCES:

As part of the actions to reduce the impact of threats and reduce risks, it is essential to consult official media or information and news sources, as they will give us more accurate information on the progress of the situation. We must avoid paying too much attention to them, to avoid generating distress, and avoid news that comes from less-credible sources. This will help us to maintain a better perception of the risks to which we are exposed.

ACTIVITY¹

IMPORTANCE OF EMERGENCY NUMBERS

It is very important to explain to children what an emergency is and how to deal with it. An emergency is a situation that requires immediate assistance, such as a fire starting, physical injury to a family member, or feeling threatened by the presence of a stranger. In any of these situations, you should contact 9-1-1 immediately, as they will come immediately and have all the tools necessary to contain any emergency situation. If 9-1-1 is not available in the area where you live, find out the emergency numbers for your location, fire, red cross, police, etc., and write them down in a place where children and adolescents have them at hand.

STEPS:

1. Brainstorm those situations that they consider to be an emergency and would need to make a 9-1-1 call
2. Once everyone has shared their ideas make clear the difference between an emergency and an urgency:
 - "An emergency is a situation that threatens the life of one or more people or when a family member is severely injured or unconscious, as opposed to an urgent situation that is when a person is injured, but it is not life-threatening.Remember to share the information with children according to their stage of development.
3. Once the difference is clear, continue the dynamic by simulating a 9-1-1 call for help, together propose an emergency situation, then choose someone to play the role of 9-1-1 operator and another person will report.
4. For this dynamic we will take as a reference the 5 key data that you must provide when you speak to emergencies:
 - What happened?
 - How many people involved do you see?
 - What apparent injuries do you see?
 - Your full name and location as precise as possible, some landmark, park, bench, etc..
 - Don't hang up until the caller tells you





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