Risks identified by children in CUIDAR

- Wildfires
- Living near toxic chemical industries
- Flooding
- Heatwaves
- Earthquakes
- Conflict, war
- Climate change
- Domestic fire
- Poor housing
CUIDAR workshops showed:

- Children want to know/learn about about risk
- Children want to know what to do e.g. in public spaces
- Children want to play a role in building community resilience
Learn

Steps for building child-centred disaster management policies, practices and plans

- Recognise that children and young people may feel vulnerable in public spaces
- Challenge adult imaginaries and prejudices about childhood
- Recognise the need to work with emotion (e.g. fear and anxiety) with children and young people
- Create high quality participation to increase opportunities for children to have their voices heard and create change
- Build and rely on more diversified networks of children’s ‘allies’
- Inspire engagement with the UN Convention on the Rights of the Child through examples and tools for participation
- Communicate and explain risks carefully and in detail with children and young people
- Create opportunities for intergenerational exchanges and sharing of community memories about disaster
Recognise that boys and young people may feel vulnerable in public spaces.

Challenge adult imaginaries and prejudices about childhood.

Create high quality participation to increase opportunities for children to have their voices heard and create change.
Create high quality participation to increase opportunities for children to have their voices heard and create change.
Inspire engagement with the UN Convention on the Rights of the Child through examples and tools for participation.

Create opportunities for intergenerational exchanges and
Communicate and explain carefully and in detail with children and young people.

Create opportunities for intergenerational exchanges and sharing of community memories about disaster.

Inspire engagement with the UN Convention on the Rights of the Child through examples and tools for participation.
Build and rely on more diversified networks of children’s ‘allies’

Communicate and explain risks carefully and in detail with children and young people

Create opportunities for intergenerational exchanges and sharing of cultural memories and disaster
Build and rely on more diversified networks of children’s ‘allies’

Communicate and explain risks carefully and in detail with
Recognise the need to work with emotion (e.g. fear and anxiety) with children and young people
Recognise that children and young people may feel vulnerable in public spaces.

Recognise the need to work with emotion (e.g. fear and anxiety) with children and young people.

Challenge any imaginary prejudices of childhood.