

Learning Points – Case Scenarios

PFA Case Scenario 1: Natural Disaster

PREPARE to Help:

PREPARE to Help – Learning Points:

- Your health and your personal situation may affect your readiness to help in this situation. For example, your own family is heavily affected by the earthquake and need your help.
- Consider what you currently know or don't know about the crisis event as you prepare to help in affected areas. Gather as much accurate information as you can about who is affected, how severely they may be affected (numbers of dead or injured) and where they are located.
- When going to help in a crisis situation – particularly in the immediate aftermath of a mass disaster – consider the advantages of working in a team or in pairs. Working in teams will help you to have support and backup in difficult situations and is important for your safety. You can also be more effective in a team; for example, one person can stay with someone who is distressed while the other person can focus on finding special help such as medical care, if needed. If possible, try to have a “buddy system” where you and a fellow helper can check in with each other for support and help.
- Some agencies may be able provide you support, such as supplies, transportation, communication equipment, updated information about the situation or security issues, and coordination with other team members or services that may be happening.

LOOK:

LOOK– Learning Points:

- Safety issues may likely include physical dangers from fallen or unstable buildings and aftershocks. What other safety issues might be relevant in your area in a mass disaster?
- What services and supports may be available? Hospital and emergency medical services, for example, may be disrupted by the earthquake.
- Affected people may include those who are seriously injured or trapped in the rubble. What kind of special medical or other services might they need?
- It is likely you may encounter people who are anxious, upset or in shock after a sudden event such as an earthquake. Other people may have severe responses, including being immobile, numb and not responding to others, being disoriented or unable to care for themselves. Consider what help you can provide to them, and what special assistance they may need.
- Particularly vulnerable people in such a situation can include people whose loved ones are seriously injured, missing or dead – in particular, children who may be separated from or who have lost their caregivers. People who are immobile, such as frail elderly people, may also need extra help to get to a safe place, find love ones or access the help they need.

LISTEN:

Sample Conversation: Distressed Adult

In this conversation, you have encountered a woman standing outside the rubble of a fallen building. She is crying and shaking, although does not appear to be physically injured.

Helper: *Hello, my name is __. I'm working with the Agency __. May I talk with you?*

Woman: *It's terrible! I was going into the building when it started shaking! I don't understand what's happening!*

Helper: *Yes, it was an earthquake and I can imagine it was terrible for you. What is your name?*

Woman: *I'm Jasmina - Jasmina Salem. I'm very scared! [shaking, crying] I wonder if I should go in there and try to find my colleagues? I don't know if they're all right!*

WHO-WVI-WTF PFA Case Scenarios: Learning Points

Helper: *Ms. Salem, it's not safe at all to go in the building now, you may get hurt. If you like, we can talk just over there where the area is safer and I can sit with you for a while. Would you like that?*

Woman: *Yes, please.* [You move to a quieter place a short distance away from the scene of the fallen building where rescue and medical people are working.]

Helper: *Can I get you a cup of water?* [If available, offer practical comfort like water or a blanket.]

Woman: *I just want to sit here a moment.*

[Helper sits quietly near the woman in silence for 2-3 minutes, until the woman begins to speak again.]

Woman: *I feel terrible! I should have stayed in the building to help people!*

Helper: *I can understand that.*

Woman: *I ran outside. But I feel so badly for the other people!*

Helper: *It's difficult to know what to do in a situation like this. But it sounds as though you acted on good instincts when you ran from the building, or you might have been injured.*

Woman: *I saw them take a body out of the rubble. I think it was my friend!* [crying]

Helper: *I'm so sorry. There is a rescue team working, and we will find out later how the people are who were in the building.*

[The conversation continues for another 10 minutes with the helper listening to the woman's story and asking for her needs and concerns. The conversation wraps up as follows:]

Woman: *I need to find out if my family is all right, but I lost my phone when the shaking started, and I don't know how to get home.*

Helper: *I can help you call your family, and then we can figure out together how you can get to them.*

Woman: *Thank you, that would help a lot.*

In the above conversation, notice that the helper:

- Introduced themselves by name and agency.
- Asked the person if they would like to talk.
- Addressed the person by their name, respectfully using the last name.
- Protected the distressed person from further harm by moving to a safer place.
- Offered the distressed person some comfort (e.g., a cup of water).
- Listened and stayed near the person, without forcing talk.
- Reflected back to the person ways they have acted appropriately.
- Took the time to listen.
- Identified the person's needs and concerns.
- Acknowledged the person's worry over the possible loss of colleagues.
- Offered to help connect the person with their family members.

LINK:

LINK – Learning Points:

- In a mass disaster, many services and basic infrastructure may be disrupted, including medical services, communication and transportation. It may be difficult to know what resources (material, people or services) may be available for affected people.
- As much as you can, try to anticipate what people's needs and concerns may be – food, shelter, water and clothing – and try to find out what services are available for affected people.
- After a mass disaster, the situation can change rapidly. Think about where you can find accurate information about the event and what is happening. It is important to provide information – if you have it – to affected people and to let them know what plans are being put in place to help them.
- People in a mass disaster may be separated from their loved ones and may be worried about missing family members. They may also have people in their support network who can help them. Helping people to make contact with their loved ones can be a great support.

WHO-WVI-WTF PFA Case Scenarios: Learning Points

- Children and adolescents – particularly those who are separated from loved ones – will need extra help to be safe and to access help. You can help by staying with them until appropriate care arrangements can be made. Think about the particular care needs of vulnerable persons, such as medical care for pregnant women, medications for people with chronic health conditions, or the safety needs of women or marginalized people.

PFA Case Scenario 2: Violence and Displacement

PREPARE to Help:

Preparing to Help - Learning Points:

- Try to find out about the culture and customs of the refugees who are arriving, such as their language and any customs to follow for appropriate behavior. For example, it may be most appropriate for women helpers to speak with women refugees.
- Learn about the conflict situation the refugees are coming from and any information available about their displacement to the shelter where you will meet them. This may give you an idea of basic needs they may request.
- Learn as much as you can about what services will be provided and how to link refugees with those services.
- If you are working in a team, consider which tasks each of you will take on, and how you will coordinate with each other and with other groups of helpers who may be there.

LOOK:

LOOK - Learning Points:

- Given the experience of the refugees – potentially exposed to violent conflict, displaced from their homes – they may be hungry, thirsty and tired. It is also possible that some may be injured or ill. You may want to observe for persons in need of medical attention, for example.
- Within the refugee group, you may find persons who are separated from loved ones or unaccompanied children and adolescents. Keep an eye out for unaccompanied minors and others who may need special assistance or protection.
- In the scenario, individuals in the refugee group are showing different types of emotional reactions. Given their experiences, it would be common for some of the refugees to seem anxious or to jump at loud noises. However, those who are extremely fearful, disoriented, not responding to others or responding inappropriately, and those unable to care for themselves may need more than PFA alone.

LISTEN:

LISTEN – Learning Points:

- Consider that people who may have experienced or witnessed violence may feel very frightened and unsafe. It is important to introduce yourself by name and to clearly state your purpose and role in helping.
- Consider the possibility in this scenario that some people may have been exposed to sexual or gender-based violence. You may want to identify a space with adequate privacy to speak with individuals, such as women, about specific concerns.

Sample Conversation: Unaccompanied Child

WHO-WVI-WTF PFA Case Scenarios: Learning Points

Helper: [Getting down on one knee at the eye level of the child]. *Hi, my name is _____. I'm with _____ agency and I'm here to help. What is your name?*

Child: [Looking down and speaking softly]. *Adam.*

Helper: *Hi Ben. You just had a long ride to get here. Are you thirsty? [Offer something to eat or drink, or some other practical comfort like a blanket if you have it.] Where is your family?*

Child: *I don't know [beginning to cry].*

Helper: *I can see you're scared, Adam. I will try to help you and connect you with people who will help to locate your family. Can you tell me your surname and where are you from?*

Child: *Yes, I'm Adam Duvall. I'm from _____ village.*

Helper: *Thank you, Adam. When is the last time you saw your family?*

Child: *My older sister was there when the trucks came to bring us here. But now I can't find her.*

Helper: *How old is your sister? What is her name?*

Child: *Her name is Rose. She's 15.*

Helper: *I will try to help you find your sister. Where are your parents?*

Child: *We all ran from the village when we heard the gunfire. We got lost from my parents. [crying]*

Helper: *I'm sorry, Adam. That must have been scary for you, but you're safe now.*

Child: *I am scared!*

Helper [in a warm, natural manner]: *I understand. I would like to help you.*

Child: *What should I do?*

Helper: *I can stay with you for a while, and we can try to find your sister. Would you like that?*

Child: *Yes, thank you.*

Helper: *Is there anything else worrying you or anything that you need?*

Child: *No.*

Helper: *Adam, it is important that we talk with the people over there who can help find your sister or other family. I will go with you to talk with them. [It is essential to assist the child to register with a reputable family tracing and/or child protection organization, if available.]*

In the sample conversation, notice that the helper:

- Noticed an unaccompanied child in the crowd of refugees.
- Got down on one knee to speak with the child on his eye level.
- Spoke calmly and with kindness to the child.
- Found out information about the child's family, including the name of his sister.
- Stayed with the child while identifying a trustworthy family tracing organization that could organize a safe place for the child to stay until his family is found.

LINK:

LINK: Learning Points

- The refugees in this situation seem to have been displaced suddenly and traveled some distance. They may be hungry or thirsty, and may be in need of clothing and blankets. Try to identify available services and to link people with the basic supports and items they need.
- People in this scenario are likely to feel unsure about the future and worried about what will happen next. They will likely want information about the situation and the plans for their care. You may only have limited information as you start helping. Share the accurate information that you have with affected people. Be honest about what you don't know and don't give false reassurances or promises. Find out how to obtain further information, and, if possible, let people know when and where you can provide an update or they can access additional information.
- To protect vulnerable persons, such as women or unaccompanied children, from further harm, it is important to be aware of their presence among the refugee population. Keeping them safe may involve helping to link them with trusted persons, or with family tracing and reunification services.
- Some of the refugees in this scenario may have special needs. For example, some may have

WHO-WVI-WTF PFA Case Scenarios: Learning Points

health conditions requiring treatment or medication. Others may have been exposed to violence in the conflict, including sexual or gender-based violence. Consider that some people may need referral to health services for injuries and/or documentation of rape. Some may be in need of referral for more specialized mental health support.

- Some of the refugees in this scenario may be separated from their loved ones. You can try to help them locate and be reunited with family members and other trusted persons. Helping them to register with family tracing and reunification agencies may be important, as well as helping them to register for other types of aid

PFA Case Scenario 3: Accident

PREPARE to Help:

Preparing to Help – Learning Points:

- At the scene of the accident, take a moment for a quick scan of the situation to assess if it is safe enough for you to offer help. For example, this is a busy road and the traffic may still be moving. This could be dangerous for you, the people involved in the accident, as well as the onlookers who are gathering around. Take a moment to think about how you will approach the situation as safely as possible for yourself and others.
- Life-saving measures are a priority in any crisis situation. The gentleman who appears seriously injured may urgently need emergency medical help.

LOOK:

LOOK – Learning Points:

- Observing the situation, you can see that one person appears to be seriously injured and in need of emergency medical care. The others are very or seriously distressed, including one child who is in the middle of the road with her distressed mother and injured father.
- Consider who may need more help in this situation than PFA alone.
- Consider who else may be able to help. People who are gathering around may be of help and could take on specific tasks: for example, someone can redirect traffic or try to keep people away from the busy road, someone can call for emergency medical help, and so on.
- It is possible that onlookers may not be helpful, or might even interfere or be harmful. For example, one of them may try to move the injured man before qualified medical personnel arrive.

LISTEN:

LISTEN – Learning Points:

- Consider what it means to protect people from further harm in this situation. There may be safety concerns related to the physical dangers of being on the road. In addition, how can you protect the child who has witnessed her father being hit by the car from further exposure to upsetting scenes?
- Is there a safe and relatively quiet place to sit with and talk to the distressed people involved?
- Consider how you can best support the wife who seems very distressed. Is she too distressed to emotionally support her daughter right now? How can you best assist them both?

Sample Conversation and Actions: Medical Emergency

As you make a quick scan of the accident, you observe to make sure you can approach the scene of the accident safely. The road is a busy one and there is some traffic still passing by the affected people and the onlookers. You are also worried the father may be seriously injured.

WHO-WVI-WTF PFA Case Scenarios: Learning Points

Helper: *Has anybody called for an ambulance?*

Villagers: *No.*

Helper [to a nearby villager]: *Could you please call for an ambulance right away?*

Villager: *Yes, I will!*

Helper: [to other onlookers] *We need to try to redirect the traffic. Can you please help with this?*

[Some villagers go to flag the passing cars and redirect traffic.]

[As you approach the affected people, you notice one of the villagers is there and about to move the injured man.]

Helper: *Please don't move him! He may have an injury to his neck. An ambulance has been called.*

[If you or someone nearby is trained to do so, administer physical first aid to the injured man. Check yourself or ask others around you to help make sure the wife and daughter are not injured. Once the injured man is attended to appropriately, and you are sure the other affected people are not seriously injured, provide PFA.]

Helper: [to the wife] *My name is _____. An ambulance has been called. Are you or your daughter injured?*

Wife: [sobbing and shaking]: *No, I'm not hurt.*

Helper: [to the wife, calmly and warmly] *Madam, what is your name?*

Wife: [crying] *Hanna, you can call me Hanna... Oh, my husband! My husband!*

Helper: *Hanna, I understand that you are very frightened. An ambulance has been called to help your husband. I will stay with you for a while. Do you and your daughter have any other needs or concerns right now?*

Wife: *Is my daughter OK?*

Helper: *Your daughter does not seem to be injured. Can you tell me her name so I can talk to her?*

Wife [reaching out to take her daughter's hand]: *This is Sarah.*

Helper [warmly and at the eye level of the child]: *Hi Sarah. My name is _____. I'm here to help you and your mom.*

[The conversation continues and you learn that the daughter is not talking. The mother says this is unusual for her daughter, but remains focused on her husband. The mother also says she wants to go with the father to the hospital to stay with him and the daughter is at risk of spending the evening alone at home.]

Helper: *Hanna, it would be much better if your daughter stays with you or someone you trust. She seems to be very frightened by what happened and it is best for her not to be left alone right now. Is there someone you trust who could stay with her?*

Wife: *Yes, my sister could help. Sarah likes her very much.*

Helper: *Can I help you to call your sister?*

Wife: *Yes, please!*

[The aunt is contacted and it is arranged that the daughter will be with the family member for the evening. You also advise the mother to bring the daughter to a health clinic if she remains silent over the coming days.]

Helper: *When the ambulance arrives, I will find out where they will take your husband and let you know if you and your daughter can go with them.*

[When the ambulance arrives, you find out how the family can be kept together when the injured man is taken to hospital.]

In the above conversation and actions, notice that the helper:

- First made a quick scan of the crisis situation to be sure it was safe to enter and determine who was seriously injured.
- Made sure an ambulance was called immediately for the injured man, and prevented him from being moved and possibly further injured.
- Tried to work in a way that prevented further harm or danger to others (e.g., being careful of the traffic in the road).
- Made contact respectfully and warmly with the wife and daughter.
- Addressed the child at their eye level.
- Helped the wife to make appropriate arrangements for the care of her daughter.

WHO-WVI-WTF PFA Case Scenarios: Learning Points

- Took steps to help the family stay together when the injured man is taken to hospital.

LINK:

LINK – Learning Points:

- The non-injured persons in this scenario – the wife, daughter and driver of the car - will likely have different needs and concerns. Consider how can you help them to address their problems.
- Consider the information the affected persons in this scenario will likely want. For example, try to find out if emergency medical help is coming. If the man is transported somewhere for medical treatment, try to have his family accompany him there or to have the details of where he is going.
- You may be able to assist the persons in this scenario to contact loved ones to support them. For example, you may be able to help if they request you to call a family member or friend to be with them.