

## Thank you for your Support!

We thank the voluntary work of pedagogical professionals and the support of our donors, who have enabled us to provide emergency pedagogical assistance to traumatised children and teenagers in crisis areas. We continue to depend on personal and financial support to enable us to implement emergency pedagogical interventions promptly and effectively.

## Donations account

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## Ongoing Emergency Pedagogy: Trauma Pedagogy



The aim of emergency pedagogy is to stabilise children and teenagers psychosocially in the long term. In order to achieve this, local professionals are involved in the work during our projects and instructed in emergency pedagogical methods. Included in this instruction are: introduction in traumatology, in emergency pedagogy, and training in methods both theoretically and practically.

Ensure sustainability

Involve parents and  
local professionals

Sessions with parents and parental advising are part of the interventions. Many mothers and fathers are overwhelmed with their own experiences and are often helpless when confronted with the changes in their children's behaviour caused by trauma.

## Friends of Waldorf Education

### Emergency Pedagogy Department

In 2006, after meeting children and teenagers in a refugee camp in Beirut, Lebanon, who had been traumatised by war, the association developed a comprehensive concept for emergency pedagogy, which at the same time initiated the very first pilot project. Thus emergency pedagogy became another large area of the association's work. Since then there have been numerous emergency responses in war zones or areas affected by natural disasters, such as China, Gaza, Indonesia, Haiti, Kyrgyzstan, Japan, Kenya, Lebanon, Bosnia-Herzegovina, Kurdistan-Iraq, Nepal, Greece, and Slovenia. Our work has been supported by the Kindernothilfe, nph Deutschland, the German Federal Foreign Office, and Aktion Deutschland Hilft.

In addition to emergency pedagogy, since 1971 our organisation has promoted and advised initiatives for Waldorf-pedagogy and organised educational sponsorships for children from financially less fortunate families.

The Friends of Waldorf Education have been active in the area of voluntary services since 1993 and now organises around 7,000 volunteers in more than 54 countries, including "voluntary services pertaining to refugees".



## Emergency Pedagogy

Pedagogical acute support  
for children and teenagers  
in crisis areas

Freunde der  
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## Emergency Pedagogy

- aims to psycho-socially stabilise children and teenagers in crisis areas
- supports them in coping with traumatic experiences
- applies pedagogical-therapeutic methods based on Waldorf pedagogical concepts
- aims to alleviate or counteract post-traumatic stress disorders
- begins in the post-traumatic stress phase

## PSYCHOTRAUMA AND PEDAGOGICAL INTERVENTION



## Psychological Trauma

... is a psychological injury inflicted by an event such as war, torture or a natural disaster, which causes severe distress.

Generally speaking, a psychological trauma develops in phases. After experiencing a shock, there is an acute phase lasting one to two days. In the following four to eight weeks, post-traumatic stress reactions, such as panic attacks, nightmares or self-inflicted injuries, may occur. These vary from individual to individual and are normal reactions to abnormal experiences. In some victims, the symptoms gradually abate, while others develop psychological illnesses as a result of the trauma which may have serious consequences for the biography of the individuals concerned.



## Basic Elements

The concept of Emergency Pedagogy is based on Waldorf educational methods and related forms of therapy.

These include, for example:

- elements of painting and drawing therapy
- experiential learning and teaching circus skills
- educational concepts for teaching young children
- plastic-therapeutic artistic activities
- eurythmy

Creative and artistic forms of expression help victims to express their experiences by means other than words.

Experiential learning exercises aim to restore the victims' self-confidence and trust in others.

Cultivating rhythms helps to reorganise and harmonise rhythms disrupted by shock.

Rituals help to create a feeling of safety and security and help victims to orientate themselves anew.

Eurythmy and active games help to counteract the mental paralysis caused by a traumatic event that has left the victim feeling helpless.

*Around the world, natural disasters and wars claim numerous victims every day. Millions of people experience situations which often leave them severely traumatised. Their understanding of themselves and the world can be immensely shaken by this. Especially children and teenagers can be ripped from their structures by such penetrating experiences. They frequently need help to cope with their experiences.*

*Stimulate self-healing powers,*

*support victims in coping with their experiences*

